

United Nations
Educational, Scientific and
Cultural Organization

Sub-Education Policy Review Report: Teachers Policy and Plan



Brunei Darussalam



Indonesia



Malaysia



Philippines



Timor-Leste



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Executive Summary

The attention of the international community is increasingly focusing on improving quality of education. Subsequently, teacher plays an important school-related factor in influencing student achievement. This change is reflected in the context of the 2030 Agenda for Sustainable Development Goal (SDG) 4, which seeks to 'ensure equitable and quality education for all and encourage lifelong learning.' This review was initiated by UNESCO to inform the ongoing discourse about teacher policy within the Five Cluster Countries, namely, Malaysia, Indonesia, Brunei, Philippine, and Timor-Leste.

Sustainable Development Goal 4 (SDG 4) reinforces the role of teachers to ensure no one is left behind and at the same time contribute to the wellbeing of the nation. Improvements on teacher policy and training able to ponder educational production function inputs to achieve optimal student learning. Understanding teacher policy is pivotal if one aims to make a difference in people's lives. With teachers as one of its three means of implementation, SDG 4 emphasizes the common understanding that quality of education has to do with the availability of trained teachers in classrooms, first and foremost. Addressing the twin challenges of supplying teachers and quality to improve the quality of education is an ambitious agenda for even the most well-intentioned governments.

The review contributes to the body of literature on teacher quality by synthesizing policy recommendations and evaluations and identifying contradictions and overlaps in those policies. This review draws upon UNESCO reports pertaining to teacher policies and initiatives. In addition, a systematic review of empirical studies on Teacher policy (2016-2020) identified from related and major databases (Scopus, ERIC and WoS) is conducted. Both the UNSECO reports and findings from empirical online survey and interviews are analysed based on the SDG4 and its targets pertaining to teacher policy.

As UNESCO is working towards the 2030 agenda for sustainable development, it may be opportune to reflect on some of the issues that emerge from this review, including an appropriate mix of short-term and long-term interventions to address teacher shortages without compromising quality, workforce diversity issues and teacher retention considered in the teacher supply discourse, innovative teacher training approaches to ensure that new and existing teachers are adequately equipped for teaching, existing strategies and policies to address teacher supply and quality sufficiently gender sensitive and yet the role played by the private sector in bridging the gap between capacity and need with respect to teacher training such as mainstreaming Information and Communication Technology (ICT) in teacher training.

The key findings of this review depict the main themes that are relevant for policy implementation in teacher education is quality and the subthemes are teacher training and qualifications then extended into constraints factors faced by teachers in implementing such policies. Nevertheless, all five cluster countries, experienced challenges in implementing the policies that might hinder the acceleration in meeting SDG4 in relation to quality. Common challenges revolve around mainly on the teachers' attitude, readiness, and satisfaction.

As a conclusion, teacher policies are put in place by all five countries, and it meets so some extent, the targets of SDG 4. However, academic studies have highlighted aspects of the policies and its initiatives that could be continuously improved. There is a lack of adequately trained teacher educators who are aware of the importance of Education for Sustainable Development (ESD) to encourage transformative initiatives to reorient education through technology to address sustainability. Though what works to enhance the standard of teaching varies according to context, there are creative methods that can be integrated into national teacher development policies. In sum, more attention needed neither through more studies on the issue nor developing policies and initiatives addressing the international cooperation issue.

List of Abbreviations

CfBT	Centre for British Teachers
CPD	Continuous Professional Development
ECCE	Early Childhood Care and Education
EDT	Education Development Trust
ERIC	Education Resources Information Center
ESD	Education for Sustainable Development
GTP	Government Transformation Programme
IAB	Aminuddin Baki Institute
ICT	Information and Communication Technology
KOICA	Korean International Cooperation Agency
LNCP	Literacy and Numeracy Coaching Programme
MBMMBI	Upholding the Malay Language and Strengthening the English Language
Med	Master of Education
MIS	Management Information System
MTeach	Master of Teaching degree
MOEC	Ministry of Education and Culture
NKRA	National Key Results Areas
ProELT	Professional Upskilling for English Language Teachers
RPJMN	Medium-Term National Development Plan
SDG4	Sustainable Development Goal 4
SISC	School Improvement Specialist Coaches
SPN21	National Education System for the 21st Century
TEI	Teacher Education Institutions
TFM	Teach for Malaysia
TIARA	Integrated Approach to Reading Acquisition
SBA	School Based Assessment
SHBIE	Sultan Hassanal Bolkiah Institute of Education
SIP	School Improvement Programme
UBD	University Brunei Darussalam
UNESCO	United Nations Educational Scientific and Cultural Organization
UNPDF	United Nations Partnership for Development Framework
UPE	Universal Primary Education
WoS	Web of Science
YTFM	Yayasan Teach for Malaysia

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1.0 Introduction

“It takes a team to educate a child”

Education for All improved access and universal primary education (UPE) enrolment rates in many developed countries. Nevertheless, it has given rise to the subsequent challenge of ensuring that (qualified) teachers are available to meet this increased demand. Although education remains a global priority, the attention of the international community is increasingly focusing on improving quality of education. This change is reflected in the context of the 2030 Agenda for Sustainable Development Goal 4 (SDG4), which seeks to 'ensure equitable and quality education for all and encourage lifelong learning.' There is widespread agreement that teacher education has an important role to play in the achievement of the SDG 4 targets. Teachers are always regarded as key change agents in ensuring a sustainable future. With teachers as one of the key players in its implementation and accomplishment, SDG 4 emphasizes the common understanding that quality of education has to do with the availability of trained teachers in classrooms, first and foremost. Addressing the twin challenges of supplying teachers and quality to improve the quality of education is an ambitious agenda for even the most well-intentioned governments. That is why it is always argued that the key strategies they use to improve student outcomes center around developing a quality teacher workforce.

This review was initiated by UNESCO to inform the ongoing discourse about teacher policy within Malaysia, Indonesia, Brunei, Philippine and Timur-Leste. The analysis established crucial lessons to be addressed when strategizing for the future if sustainable progress towards SDG 4 is to be made. As UNESCO is working towards the 2030 agenda for sustainable development, it may be opportune to reflect on some of the main issues that emerge from this review, including an appropriate mix of short-term and long-term interventions that need to be strategically planned in addressing the problem of teacher shortages without compromising quality. Additionally, workforce diversity issues and teacher retention considered in the teacher supply discourse as well as innovative teacher training approaches to ensure that new and existing teachers are adequately equipped for teaching will also be taken into consideration. Not only that, existing strategies and policies to address teacher supply and quality sufficiently, gender sensitive issues and strategic role played by the private sectors in bridging the gap between capacity and need with respect to teacher training such as mainstreaming ICT in teacher training will also analysed and critically discussed.

It is important to highlight that the seeds of education take time to bear fruit. The aspiration is that the new agenda has instilled a new sense of purpose, which will ultimately turn education systems around. The Education 2030 Framework for Action proposed a roadmap with implementation strategies at national, regional, and global levels to achieve SDG4. It emphasised the need to align national education policy and planning to the 2030 Agenda targets and priorities. However, it should be borne in mind that SDG4 encompasses almost every level and dimension of education. Thus, there is a risk that it could mean anything to anyone. While the agenda is universal, it is not always clear how countries perceive its relevance, how they respond to the commitments made and what policies they strive towards. It is thus hoped that policy review conducted will provide us important information of how countries responded to it and hence initiate comprehensive effort to achieve its target.

2.0 Methodology

The Systematic Literature Review (SLR) used in this study is a systematic, deliberate, and explicit method to identify, select, critically evaluate, collect and analyze data from relevant past research (Gillath & Karantzas 2019; Moher et al., 2009). This approach has been selected because it aims to

synthesize in detail all applicable scholarly literature. The systematic review was conducted in line with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA; see Figure 1). The method, which includes resources (Scopus, ERIC, Web of Science & Google Scholar) to run the systematic review, eligibility and exclusion criteria, steps of the review process (identification, screening, eligibility) and data abstraction and analysis. Electronic databases were used to conduct literature searches with a variety of keywords to identify articles (Figure 1).

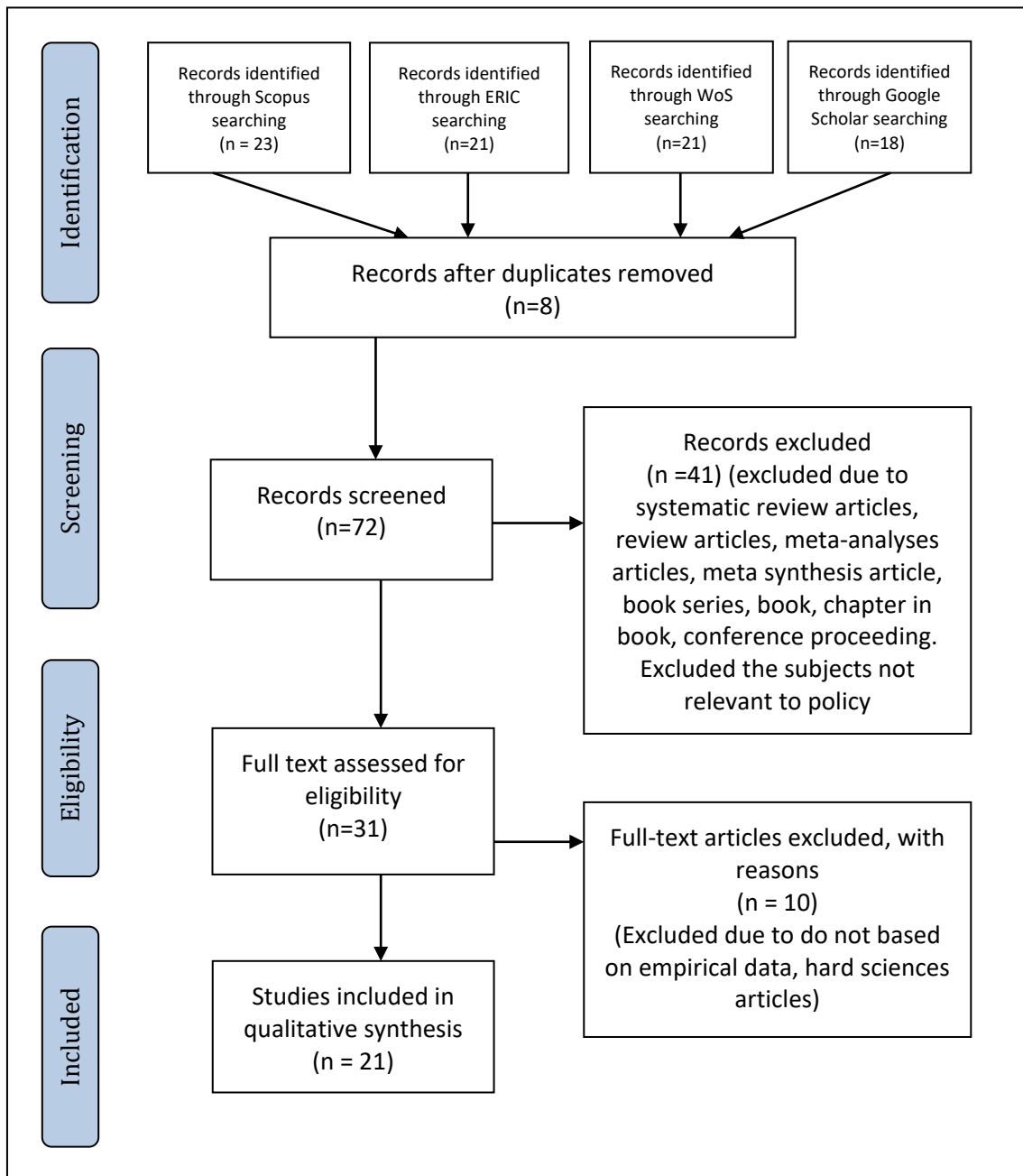


Figure 1. Preferred Reporting Items for Systematic Reviews and Meta-Analyses Approach.

- It should be noted that the review does not give particular attention to articles in google scholar as its validity cannot be verified. It should be noted that reservations must be taken for possible errors and shortcomings caused by the nature of the approach. In analysing national educational policies on how education can accelerate Sustainable Development Goal 4 (SDG 4):

Quality Education related to teacher policy and plan; indicators as succinctly described in Table 1 were used. As indicated in Table 1, aspects that are mainly related to inclusive education have been covered by Target 4c.

Table 1. Indicators of Teachers' Policy and Plan

Target	Area	Indicators
TARGET 4c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.	Teacher Policy and Plan	Increase the supply of qualified teachers Teacher training Uniqueness International cooperation Incentives

By scanning the reference lists of publications retrieved from the repositories, more papers were found to ensure the related studies were not missing. We narrowed the search to papers published from January 2016 through 2020. That analysis had been evaluated against a set of requirements for inclusion and exclusion. Excluded studies were tabulated against reasons for exclusion (see Figure 1). A full-text review was conducted for eligible studies, with the finalized set of published studies subjected to qualitative synthesis. In this section the method used to retrieve articles related to teacher policy and training is discussed. The final analysis is done by reading a full and depth reading of the remaining articles to take out the articles that are not relevant to the research needs. As a result of the search and filtering process, 11 articles were selected (Table 2).

Table 2. Overview of included studies

AUTHOR	COUNTRY	STUDIES
Bartolome et al. (2020)	Philippines	The researcher used document analysis and interview to gather data. Results revealed four themes; (i) meaningful home-school communication; (ii) collective in-school engagement; (iii) structural at-home learning support; and (iv) refining teachers' capacity. These results can be used as an input in developing a school-facilitated parenting involvement framework that encompass the contribution of teachers in planning, developing, and evaluating parental involvement programs which future researchers can also use in their studies.
Ravago & Mapa (2020)	Philippines	This paper describes how awards affect the growth in teacher's excellence. This study evaluating the impact of an award. Taking the case of Metrobank Foundation Award for Outstanding Teachers in the Philippines, the analysis reveals that the award had a higher impact on the income of winners who were in the middle of their career when they received the award.

AUTHOR	COUNTRY	STUDIES
Pernia (2020)	Philippines	This study analysed the dynamics of the educational shift by specifically looking into the streams of problem, policies, and politics. The findings demonstrated the viability of using the theory of public policy processes in understanding policy changes in transitional democracies like the Philippines. In addition, this study generated theoretical implications for educational politics, policy borrowing, and policy learning in comparative education research.
Owen & Wong (2020)	Timor-Leste	This article provides details of the leadership programme and reports some results for the school regions initially involved regarding leader and teacher skills improvement and student learning outcomes. The results provide early indications of the value for developing countries of a leadership capacity-building and school-based teacher professional development programme which involves a whole-of-system approach and ongoing mentor support and monitoring.
Rashid (2020)	Timor-Leste	This paper explores the non-formal literacy programmes with a particular focus on the Second Chance Education Project (SCEP), an accelerated learning model that helps improve literacy and numeracy, integrating academic and life skills through tailored support.
Lopez et al. (2019)	Philippines	This study analysed the lived experiences of indigenous, rural teachers in implementing a mother tongue-based multilingual education (MTB-MLE) policy in the Philippines.
Salim et al. (2019)	Indonesia	This study aimed to determine the effect of disability friendly education training on teachers' understanding by applying disability-friendly education training modules. Classroom teachers in inclusive schools under the Ministry of Religion in Surakarta were the subjects of this research. This study is unique in proving that training intervention can make schools become disability-friendly schools for persons with disabilities
Sharbawi & Jaidin (2019)	Brunei	This paper aims to evaluate the efficacies of English language-in-education policies of SPN21, focusing on the interface between macro planning and micro practices. Rather than relying on evaluative measures in terms of national examination results as a benchmark of success, this paper assesses data gathered from two micro agents: the teachers and the pupils. The findings of the surveys are encouraging with indications that the English-enhancing initiatives thus far implemented will continue to produce the desired outcomes.

AUTHOR	COUNTRY	STUDIES
Subadi et al. (2019)	Indonesia	The research aims to analyse the lesson study as the effective model of teacher training for improving the quality of education. This research used an approach of descriptive-qualitative phenomenology and the research design used the modified classroom action research-based on lesson study.
Sumaryanta et al. (2019)	Indonesia	The research results showed that community-based teacher training was transformation of teacher development strategy as a follow-up on teacher's competency test in Indonesia. The community-based teacher training succeeded in increasing the professionalism of teachers in Indonesia, particularly in terms of implementing their pedagogical and professional competencies. The training is also successful in motivating the teachers to engage themselves in continuous learning efforts through building strong teachers' network and working collaboratively with colleagues.
Bandur (2018)	Malaysia	The major purpose of this paper is to explore the key determinants of effective School Based Management (SBM) for improved teaching-learning environments and student achievements, while identifying the major reasons as to why poor implementation of SBM is associated with lower student achievements.
Parba (2018)	Philippines	This study examines how elementary teachers' language ideologies and teaching practices changed since the country institutionalized said policy. This paper concludes by arguing that engaging both preservice and in-service teachers not only in MTB-MLE trainings and workshops but also in ideological conversations on multilingual education is a necessary step toward reversing the inequalities and challenges of MTB-MLE in the Philippines.
Kepol (2017)	Malaysia	The purpose of this paper is to examine and discuss one of the strategies in the latest Malaysian language education policy <i>Memartabatkan Bahasa Malaysia Memperkukuh Bahasa Inggeris</i> (MBMMBI) (To Uphold Bahasa Malaysia and to Strengthen the English Language).
Kusumawardhani (2017)	Indonesia	This paper examines the impact of the teacher certification program in Indonesia in 2007 and 2008 on student and teacher outcomes. A rule-based instrumental variable created from discontinuities arising from the assignment mechanism of teachers into certification program.

AUTHOR	COUNTRY	STUDIES
Nool & Ladia (2017)	Philippines	This study examined the trend of performance in the licensure examination of teacher education institutions (TEIs) in Central Luzon from 2009 to 2016. Suggestions for policy and practice on teacher education are also discussed.
Qoyyimah (2017)	Indonesia	This paper describes research on how curriculum reform provides novel conditions for influencing teacher professionalism. The research was conducted in Indonesia during the implementation of a school-based curriculum that grants teachers greater autonomy to develop curricula appropriate to their context. This study observed different outcomes for teachers in different workforce environments in Indonesia.
Roza et al. (2017)	Indonesia	This research resulted in the e-tutorial which is designed for mathematics teachers in studying the process of curriculum implementation. This product will assist the government in accelerating the preparation of teachers in implementation of Curriculum 2013. From the discussion, it can be concluded that this e-tutorial easily understood by teachers and help them to understand the implementation of Curriculum 2013.
Bush et al. (2016)	Philippines	This article presents evidence of the role of master teacher in two under published Asia-Pacific contexts: Malaysia and the Philippines. The findings show that the master teacher role largely succeeds in keeping talented and ambitious teachers in the classroom, but there is only limited evidence of a wider impact on colleagues, schools, and the education system.
Kurniawati et al. (2016)	Indonesia	This study examines the effects of an in-service teacher training programme on regular primary school teachers' attitudes and knowledge about SEN and about teaching strategies
Ulla (2016)	Philippines	This paper explored the pre-service teacher training programs in the Philippines through the practicum experience of the 21 junior and senior BSEd and BA English student-teachers from a private university in Mindanao, Philippines. Data were taken from classroom observations, group interview, and modified questionnaire. The findings revealed that there was a different standard policy of pre-service teacher training programs for BSEd and BA English.
Mundia et al. (2016)	Brunei	The purpose of this study was to determine how student teachers coped with and sought help on the challenging programs. Evidence from the present study suggested that vulnerable and at-risk trainee teachers needed appropriate

AUTHOR	COUNTRY	STUDIES
		interventions (educational, counselling and psychotherapy) related to effective use of task-oriented coping and seeking help via cooperative learning, internet sources, and teacher consultations, Further research with interview probes was recommended to gain additional information on the problem and its solutions.
Boon (2019)	Timor-Leste	The ethnographically informed research on adult literacy education in Timor-Leste is particularly pointing out the wide range of research participants' understanding on literacy programs endorse with their understanding of challenges and opportunities. The article also focusing mainly on: (i) literacy in the lives of adult learners; (ii) teachers and coordinators navigating the challenges and opportunities of local literacy programs; and (iii) teachers' and coordinators' discourses about adult literacy.
Koh (2020)	Brunei	This study examines contribution of Teacher Expatriates through interviews with 25 Anglo-Western teacher expatriates in Brunei. While these "middling" expatriates have been able to capitalize on their positions as desirable native English-speaking teachers to kickstart or continue their expatriation, recent shifts in Brunei's political economy, coupled with its exclusionary citizenship and immigration policies, have posed unforeseen disruptions to their original geographic arbitrage projects.
Wing (2018)	Malaysia	This study focusing on the negative impact of the absence for People with Disabilities including those with Autism. This study clearly shows that SDG 4 "leaving no one behind" call for transformative and innovative curriculum delivery in Higher Education to feed back into School System which initially focusing on preparation of teachers becomes key.

In addition to comprehensive literature review, online questionnaire was also used as means to collect empirical evidence in supporting findings that have been synthesised from systematic literature review. There were 18 questions in the questionnaire. After completing their demographic profiles, respondents who are mainly educational key players and stakeholders need to respond to all items, ranging from strongly agree, agree, disagree, strongly disagree and undecided. In addition, there are three additional open-ended questions which seek respondents' opinions on: i) challenges that they need to overcome in an effort to provide quality Teacher Policy and Plan in their countries, ii) recommendations and suggestions towards the betterment of Teacher Policy and Plan education, and iii) how their country responds to the impact of COVID-19 pandemic in terms of enrolment, curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, and accreditation (See also Appendix 1).

In addition to online questionnaire to educational stakeholders, open-ended questions were also given to higher educational officers (Directors, Deputy Directors), who are the main key players in developing and implementing educational policies in all five countries. Essentially the main questions are similar to the open-ended questions given to the educational stakeholders as earlier mentioned. There are few probing questions included to encourage sharing of information among the key educational officers and hence enrich information garnered from the systematic literature review, online survey and open-ended questions (See also Appendix 2).

3.0 Results

3.1 Frequency and Trend Analysis

Figure 2 shows the frequency of previous studies related to teacher policy and training that have been published over the last 5 years (2016 – 2020). A total of 21 studies from five countries were identified and systematically analysed.

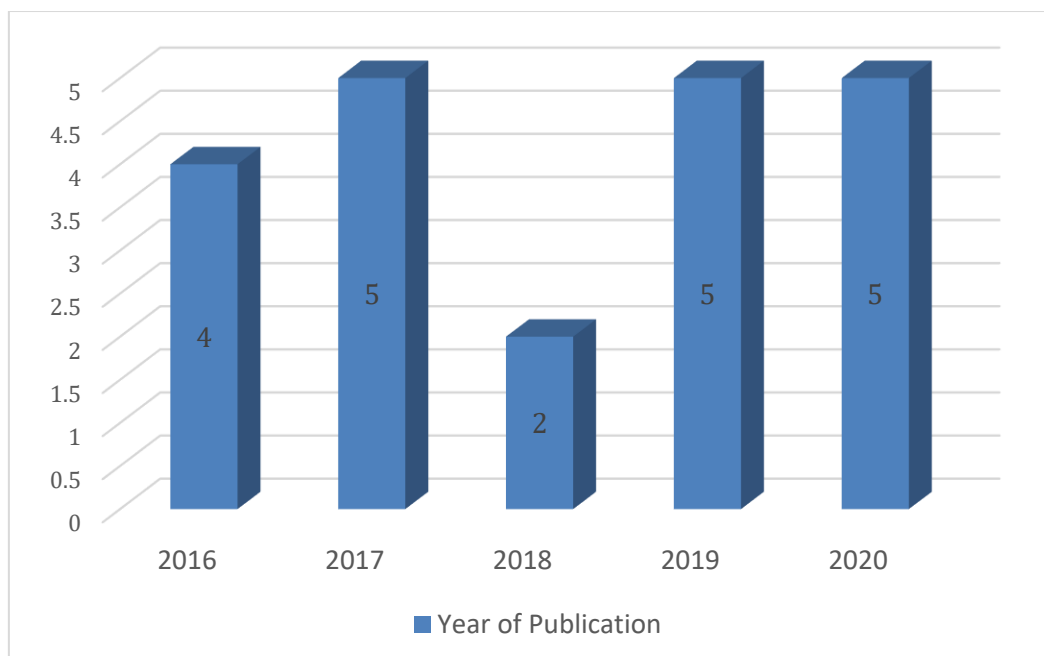


Figure 2. Number of papers published yearly from 2016 to 2020

Note: The total for publications in 2020 is not complete, with the search period concluding on 28 July 2020

3.2 Distribution by country

Figure 3 shows the frequency of previous studies related to the teacher policy that have been published over the last 5 years (2016 – 2020). A total of 21 studies from all 5 countries were identified. The study was comprised of 8 (36%) study from Philippines, 7 (64%) study from Indonesia, 2(18%) studies from each Malaysia, Brunei Darussalam, and Timor-Leste.

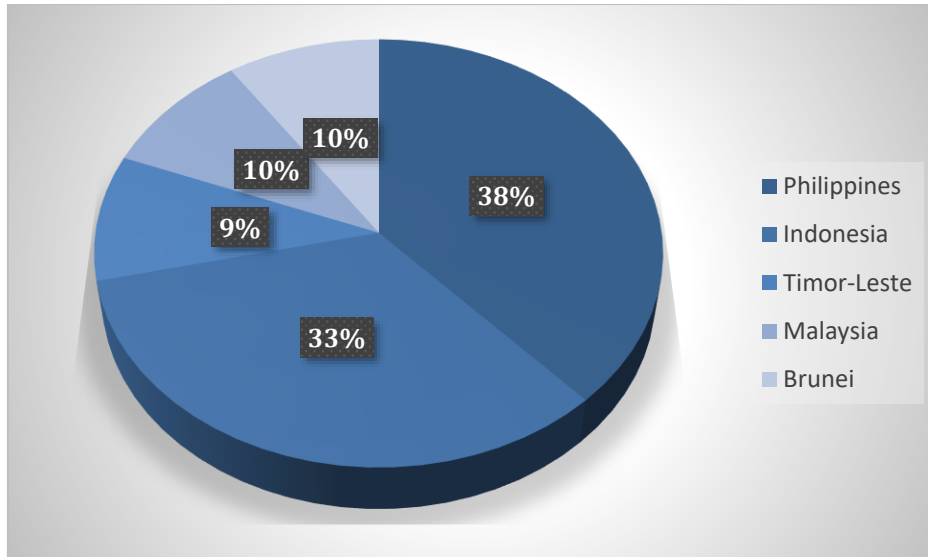


Figure 3. Frequency of studies by country

4.0 Teacher Policy

The Teacher Education Program is one of the focus areas listed by UNESCO to respond to the current global environmental and economic crisis conditions facing the world now. UNESCO Technical Paper No. 2, 2005 emphasized the need to begin developing guidelines and recommendations for reorienting teacher training to address sustainability. Figure 4 summarizes the policies related to teachers in Brunei, Indonesia, Philippines, Malaysia, and Timor-Leste.

4.1 Brunei

Brunei's long-term growth vision, set out in Wawasan Brunei 2035, makes education and the development of human resources the main priorities. To ensure economic growth, the need for economic diversification has made it necessary for the Ministry of Education to pursue reform and restructuring efforts regarding education policy, structure, curriculum, assessment and qualifications, and professional development. The education system has been reformed steadily in recent years in line with the d, which aims to foster the ability of students to meet the social and economic needs and challenges of the 21st century. The scheme also enhances the use of ICT in schools, new monitoring systems and teaching methods, literacy and numeracy programmes, teacher training and education infrastructure development programmes (UNESCO Brunei, 2018-2021). The Eight Policy Directions outlined in the Education Strategy of the Brunei Vision 2035, which emphasizing on teachers including:

- i. Strengthening competency in information and communications technology (ICT) for students, teachers, and educational administrators, including the integration of ICT in teaching and learning,
- ii. Promoting research, development and innovation both in government-funded institutions and through public-private and international partnerships.

Similarly, in SEAMEO's seven priority areas, the 5th priority is focusing mainly on revitalising teacher education. Numerous learning opportunities were offered for the schoolteachers, as well as non-teachers who wish to take up the teacher profession. Schoolteacher are warmly welcomed to develop their pedagogy and leadership skills or enrol in post graduate programmes up to PhD level

(UNESCO 2010). Teachers in Brunei are well fortunate due to the encouragement in lifelong learning for teachers in Brunei Darussalam. National wide emphasis on education from both government and royalty by giving enormous resources for the schoolteachers to pursue their studies in higher level placed Brunei Darussalam as the well organised and well-prepared country to face any challenges during COVID-19 outbreak.

Brunei Darussalam

- Wawasan Brunei 2035
- National Education System for the 21st Century (SPN21)

Indonesia

- The Teacher Law (No. 14/2005)
- Regulation No.75/2016
- Regulation No.17/2017
- Regulation 66/2010
- National Education System Act No. 20/2003
- Indonesia Law No. 8 of 2016 concerns persons with disabilities
- Act of No. 14/2005
- Indonesian Republic Decree of No. 17/2007

Malaysia

- Malaysia Education Blueprint 2013-2025
- MBMMBI Policy 2014

Philippines

- Enhanced Basic Education Act known as the K-12
- Commission on Higher Education (CHED) issued the CHED Memorandum Order (CMO) No. 30 series of 2004

Timor-Leste

- National Education Strategic Plan 2011 – 2030
- Inclusive Education Policy, 2017

Figure 4. Teacher Policy and Plan

4.2 Indonesia

The Teacher Law (No. 14/2005) made major improvements to the conditions of jobs and teacher certification standards, with the goal of improving the standard of education. Despite substantial government spending in this area, however, the quality of education continues to be of crucial concern. To support UNPDF's goals for Indonesia, UNESCO's education program at UNESCO Office

Jakarta supports two programme initiatives to assist the country in: (i) in strengthening the implementation of SDG 4.7, and (ii) in improving access to Quality Education for All. All stakeholders, especially policy makers within MoEC and Teacher Education Institutions (TEIs) need to understand the substance and importance of SDG4 – Education 2030, as well as its implementation in educational institutions in Indonesia in accordance with the national education policy and the realization of RPJMN. SDG4 Targets needs to be developed and implemented in accordance with the national character and local communities to anticipate various national issues (UNESCO, 2015).

It is a revision of the previous curriculum due to the lack of graduate expertise, the overly broad and irrelevant content, and the fact that it was teacher-centered, textbook-oriented, and cognitively based evaluation used. This revision was also prompted by the 21st century's new challenges, an era of rich technology and knowledge that influences modernization, globalization, science and technological development (Suwarma & Kumano, 2019).

Recently, Indonesian Ministry of Education and Culture published Regulation No.75/2016 on School Council. The Law prohibits teachers from membership of the school board by specifically declaring that school board members cannot be teachers (Article 4, No.3) and even advisory position to the school councils are placed in the hands of government bureaucrats with reference to the district government head (Bupati/Wali Kota), sub-district government head (Camat), and village government head (Kepala Desa/Lurah). The exclusion of schoolteacher representatives in school councils is not in line with the definition of school council as “an independent body whose membership are parents, school community, and wider society who care the education” (Government Regulation No.17/2010; Government Regulation No.66/2010). The definition clearly implies the inclusion in the school council of teacher representatives, as they are members of the internal school community working in schools. The latest ministry regulation can also cause uncertainty on the part of the councils' autonomous status, as they are expected to provide daily reports to the school principal. The membership of school councils involved in this study was based on Government Regulation No.17/2017 and Government Regulation 66/2010 so that schoolteacher representatives were involved in the in-depth interviews and FGDs (Bandur, 2018).

Accordingly, under inclusion policies like the National Education System Act No. 20/2003, each Compulsory Education Unit is obliged to educate students with SEN and provide them with adequate support (Kurniawati et al., 2016). Moreover, Indonesia Law No. 8 of 2016 concerns persons with disabilities. Its article 10 states that the right of education for persons with disabilities includes the right to obtain quality education in education units of all types, paths, and levels of education in an inclusive and special manner (to establish a disability friendly inclusive education environment, the role of school community and school environment is very much needed. Thus, as stated by UNESCO (2007), teacher's competency on disability services in inclusive schools is also should be concerned (Salim et al., 2019).

Besides that, the Act of No. 14/2005, on Teachers and Lecturers stated that competency is a set of knowledge, skill, and behaviour, which teachers and lecturers must recognize and master as regards serving their careers as a professional educator. To implement the regulation, this is issued by the Indonesian Republic Decree of No. 17/2007 on Academic Qualification and Teacher Competency Standard issued by the Minister of National Education. It stated that the Teacher Competency Standard is developed through four competencies: i) pedagogical, ii) personality, iii) social, and iv) professional (Subadi et al.2019). Furthermore, Government Regulation No 160, published December 11th, 2014 stated that the units of primary and secondary education that have implemented the Curriculum 2013 for three semesters can continue to use the them. The school that implemented curriculum 2013 just for one semester should re-implement the Curriculum 2006 until there is a provision of the Ministry to implement the Curriculum 2013 (Permendikbud, 2014). However,

government also declared that if the school already implementing for three semesters but was not ready, they can request in writing for not using the Curriculum 2013. It also specified in this regulation that schools will use the 2006 Curriculum until 2019/2020. The schools that have not adopted the 2013 curriculum must provide guidance and assistance to school administrators, teachers, instructional personnel, and supervisors of educators (Roza, 2017).

As the school-based curriculum was being implemented, the Indonesian Ministry of Education and Culture (MOEC) introduced the 2013 - character education policy. The MOEC This policy has been declared a crucial element of the national curriculum, as it promotes the building of national character. The aim behind the school character education policy is to resolve social issues such as interethnic/religious conflicts and corruption (Kemendiknas, 2011). According to this policy, all school employees, including supervisors, administrators, and teachers, share responsibility for establishing school environments that promote the good character of the students (Nuh, 2011). Teachers of all subjects must adopt the 18 values stated in their teaching syllabi and implement these values in their lessons. The specified values include areas such as religiosity, honesty, discipline, tolerance, creativity, democratic, curiosity, nationalism, appreciation, independence, cooperativeness, and social awareness. The policy aims not only to embed these values in religious or citizenship discourses, but also to promote them through other subjects (Nuh 2011; Qoyyimah et al., 2017).

4.3 Malaysia

Malaysia established the 2013-2025 Blueprint on Education for Malaysians. This Blueprint is the product of comprehensive public interaction and analysis carried out by the Ministry of Education to further strengthen its education system. Based on an understanding of Malaysia's current position and its challenges, the Blueprint aims to develop the vision and ambition for the Malaysian education system by 2025, as well as a road map of policies and initiatives that will be undertaken to obtain these goals. Malaysia has also invested in technology and teacher training and recruitment to boost the learning environment. To achieve these goals, the Malaysia Education Blueprint 2013-2025 proposes 11 shifts, where shift number 4 focuses on teachers to turn teaching into a career of choice.

The impact of transformation can be seen clearly in teachers who built-up world-class capabilities to facilitate the student and at the same time gain more enjoyment and fulfilment from their job. At the same time teachers are supported with school based professional development to develop the areas that need improvement and strengthen the weaken part among their working peers. Additionally, adequate facilities and appropriate working condition will create an enjoyment working environment to the teachers. Performance best rewards will be an additional encouragement for the teacher to perform well in their career which crafted deep meaning in 2013-2025 Blueprint.

Tackling the educational issues with their colleagues had been embedded in 2013-2025 Blueprint. This gives wide range of opportunities for teachers to collaborate and implement greater pedagogical practices in classroom. "Lesson study" is one of the activities stated in "professional Learning Communities" PLC among Malaysian teachers. Malaysia teacher policies are on track with 2030 Agenda for Sustainable Development Goal (SDG) 4, which had been started from wave 1 (2013-2015) emphasizing on turning around the system by supporting teachers and focusing on core skills. Then wave 2 (2016-2020) focussing on accelerate the system improvement in education then lastly wave 3 (2021-2025) which is focusing more on moving towards excellence with increased operational flexibility.

4.4 Philippines

The Education sector has recently undergone major structural reform with the enactment of the Enhanced Basic Education Act known as the K-12 law (Congress of the Philippines, 2013). K-12 extends the primary and secondary education cycle from 10 to 12 years and makes secondary education compulsory (Ravago & Mapa, 2020). With respect to raising the quality of education, there is a wide consensus that this also means raising teachers' quality (Philippine Business for Education, 2018). In specific, Republic Act No. 10533 (RA 10533) is a 10-year basic education system and embraced the K to 12 programme. Enhanced Basic Education Act of 2013', aims to strengthen its curriculum and increase the number of years of basic education with the hope of providing relevant education to its people, the country, and society-at-large (Republic Act No. 10533 (RA 10533), 2013) (Pernia, 2020)

On the other hand, to ensure the quality of pre-service preparation of teachers in basic education, the Commission on Higher Education (CHED) issued the CHED Memorandum Order (CMO) No. 30 series of 2004 entitled Revised Policies and Standards for Undergraduate Teacher Education Curriculum (Nool & Ladia, 2017). Passing the licensure examination is a mandatory requirement for teacher education graduates to teach in the elementary and secondary levels in both private and public schools, as stipulated in Republic Act No. 7836, also known as the Teachers' Professionalization Act of 1994. Those who passed the LET are assumed to possess the minimum competence and skill to teach in the basic education. Furthermore, the Professional Regulation Commission (PRC) is mandated to monitor the performance of schools in the licensure examination as stipulated in Section 7(m) of Republic Act No. 8981 otherwise known as PRC Modernization Act of 2000.

Besides that, MTB-MLE policy in 2009 The Act further requires the Department of Education to design a mother tongue transition program from grades 4 to 6 such that Filipino and English shall be gradually introduced as languages of instruction (Lopez et al., 2019). The current policy was formally implemented after the 2009 ratification of Republic Act 10533, otherwise known as the Enhanced Basic Education Program (Tupas, 2015). It was further enhanced through Department of Education Order No. 74 (Nolasco, Datar & Azurin, 2010).

In 2010, the DepEd introduced a new tool for educational planning called Understanding by Design (UbD). This is based on the premise that poor student learning outcomes are due to poor quality of teachers and the inadequacy of their tools (Wiggins & McTighe, 2005). Although it can be argued that these training programs can improve student learning, more proactive use of curriculum which practices teacher leadership may hold greater promise for teachers (Bartolome et al., 2020)

Overall, the fruits of the past and the current Education for All related programs and projects resulted in increased performance of the country in most of the Education indicators. The Alliance for the Education Sector has done especially well in fulfilling the Quality Education Development Tasks, namely: institutionalizing school-based management and national competency-based teaching standards; institutionalizing kindergarten education; and introducing K to 12 curriculum and education structure. All these interventions have a potential impact that will improve the education system in the country in the years to come. The plan on education must follow the SDG4 indicators: Quality Education 2030 which include Early Childhood Care and Education (ECCE), Primary and Basic Education, Learning life skills for youth and adults, adult literacy, gender parity and equality, and quality education. Nonetheless, teachers are the key concern in SDG 4 where the Philippines government expects ICT-Enhanced Teaching and Learning: The Teachers' Experience as an Expected Result (Philippines, UNESCO, 2018-2021).

4.5 Timor-Leste

A detailed theoretical and practical training programs are being developed for pre-school teachers on pedagogical methodologies appropriate for pre-school education. Developing a modern and decentralized school management program ensuring secure, effective, and sustainable quality education provision. This new approach will include administrative, financial, academic, logistic, and human resource aspects, as well as the involvement of teachers, parents and students (Education Review 2013-2016).

Yet there is limited access to pre-school and secondary education, with the majority concentrated in urban areas. There are insufficient school facilities, a shortage of trained teachers, distance to school and a lack of basic facilities such as water, sanitation, and school hygiene. Curriculum reform for grades 1-6 started in 2013 and culminated in the adoption of a curriculum Law 61 which calls for child-centred education and participatory teaching methodologies. The vision of Timor-Leste's National Education Strategic Plan 2011 – 2030 stated that: "by 2025 the population of Timor-Leste will be educated, knowledgeable and qualified to live a long and productive life, respectful of peace, family and positive traditional values. All individuals must have the same opportunities to access a quality education that will allow them to participate in the cycle of economic, social and political growth, ensuring social equality and national unity". In February 2017, the Council of Ministers approved the Inclusive Education Policy, which guarantees equal access to education for all, including those with special needs, linguistic minorities and teenage mothers (Timor-Leste, UNESCO 2018-2021).

5.0 Discussion

The results of this review depict the main themes that are relevant for policy implementation in teacher education is quality and the subthemes are teacher training and qualifications then extended into constraints factors faced by teachers in implementing such policies. The author referring to SDG 4 target as the basis for defining and identifying the expected attributes.

5.1 Quality

Therefore, the primary concern is the quality of teachers through international cooperation and teacher preparation while enhancing all aspects of educational quality and ensuring excellence by all to achieve accepted and observable learning results for all. As the link between teacher quality and student success becomes increasingly apparent, the attention of educational leaders on upgrading teacher quality. Importantly, while ensuring representation from all communities is important when addressing teacher supply, institutionalizing gender-sensitive recruitment and retention policies needs urgent consideration, not least because evidence indicates that female teachers' involvement can dramatically boost the enrolment and attendance of girls. While what works to improve the quality of teaching varies according to context, there are innovative approaches that can be integrated into national teacher development policies. Given the plenty of teacher training programmes, however, there is thin evaluative proof on which technologies work on a scale in developed countries and research into what context specific changes are required. This is an area, which requires substantial ongoing investment.

In addition, it is not just shortages; it is equally important to improve diversity in the workforce. Shortages are not only about numbers, but also about who in those numbers is represented. Children are more likely to come from disadvantaged communities, have disabilities or have parents who are not literate as enrolment rises. Evidence suggests kids who believe their

teachers have something in common with them are less likely to engage fully in learning. Therefore, reflecting on the diversity of the teaching workforce (gender, ethnicity, mastery of local languages, special needs) is critical when considering strategies to increase the supply of teachers (UNESCO, 2015). Figure 5 highlights the number of programmes implemented in Brunei, Indonesia, and Malaysia.

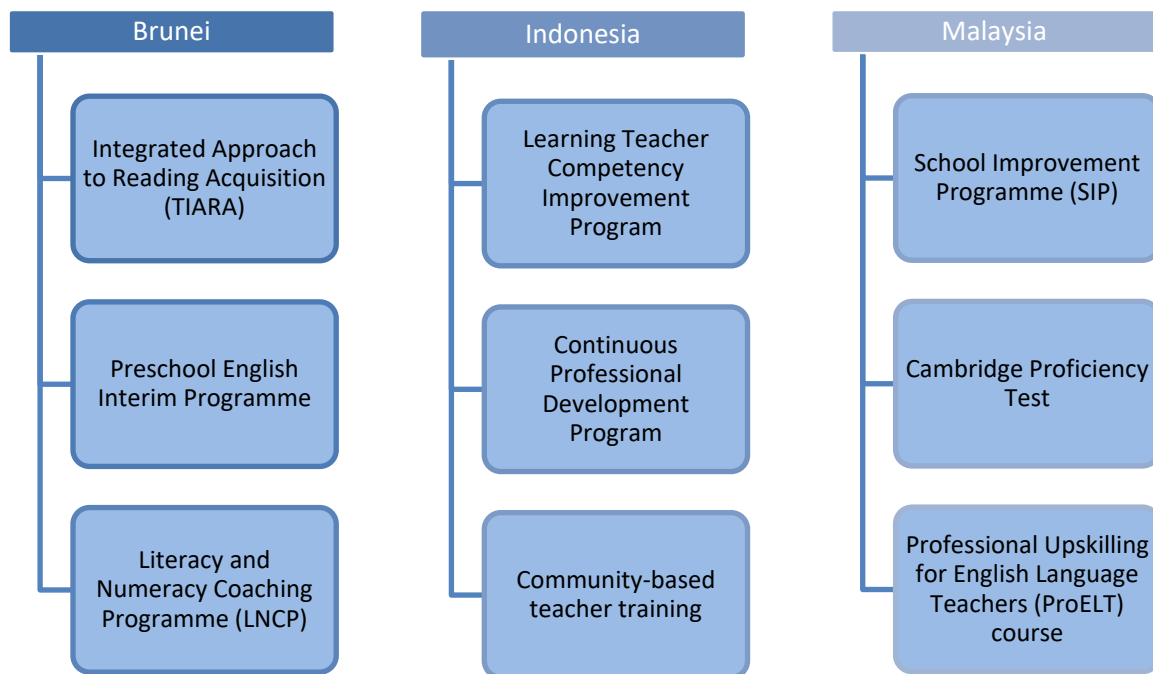


Figure 5. Analysis of Teacher Training Programme

5.1.1 Teacher Training

i. Brunei

After the introduction of SPN21, a few initiatives were introduced to support and improve English teaching and learning in primary schools. Recent programs include the 2009 Integrated Approach to Reading Acquisition (TIARA) for Pre-school and Primary Education and the 2010 Pre-school English Interim Program for State Pre-schools, both focused on progress of reading competencies through the development of listening and speaking skills. TIARA was a consultant-led literacy programme involving collaborations between Bahasa Melayu and English teachers on phonics instructions with an aim to raise awareness of ‘the potential “synergy” between the Malay and English languages’ (‘Voices from the field: Brunei’, 2015, p. 266) (Sharbawi & Jaidin, 2019).

Besides that, since year 2000, Brunei has started focusing on “Teacher expatriates” who are following the trend of other countries in Asia basically focusing on English or Anglo-Western education. This extension will automatically help internationalize the domestic economy and workforce (Koh 2020). Reaching the current emerging globalization in education needed “Teacher Expatriates” to guide the local teachers and provide sufficient knowledge for the students. Despite tremendous challenges, “Teacher Expatriates” still consider as necessity in Brunei Darussalam to educate the foreign language (English) through the native speakers from all around the world (Koh 2020).

ii. Indonesia

Indonesia is one of the countries currently busy with different improvement of programs to foster effective career growth for teachers. It started with the mapping of teacher skills through the teacher competency test conducted in 2015. The Indonesian Government is continuing its efforts to implement follow-up programs to improve teacher skills based on the results of the teacher's competency test (Sumaryanta et al., 2019). Training which is limited to the introductory stage for teachers. The limited teacher preparation programs restrict the implementation, and so far, teaching has just reached the point of realizing that teachers are not prepared to introduce a program yet. Teachers need more drill and practice on designing and implementing lesson plan. Another problem is the delays on supplying teacher books and the books for students. For that reason, at the beginning of 2015, the Ministry of Education and Culture decided to temporarily suspend the use of the Curriculum 2013 at some schools (Roza, 2017).

Based on the findings of several documents and interviews with training program developers conducted in this study, it was found that community-based teacher training is an Indonesian government initiative aimed at developing teacher skills as a follow-up to teacher competency test conducted by the government in 2015. In 2017, the Indonesian Ministry of Education and Culture implemented the Continuous Professional Development Program through the Directorate-General for Teachers and Education Workers, which was the continuation of the Learning Teachers Competency Improvement Program in 2016, with the main goal was to enhance teacher competencies. In the Training Guidebook for National Resource Person and National Training Instructors (Ministry of Education and Culture, 2017), it is reported that in 2016 the Directorate-General for Teachers and Education Staff established a program to promote the development of teacher skills based on UKG 2015; it was called Learning Teacher Competency Development Program with a national target of achievement of average score 65. The number of teachers who joined the Learning Teacher Competency Improvement Program in 2016 was 427,189 or 15.82% of all teachers who joined the competency test (2,699,516 teachers). The percentage of teachers' participation in the Learning Teachers Competency Improvement Program (15.82 %) did not really represent the whole population of teachers, but it gave a glimpse of the facilitation result offered for the teachers in the Learning Teacher Competency Improvement Program. In 2017 the teacher education development curriculum was expanded into a community-based training program with some enhancements from the previous program. Community-based teacher training is an Indonesian Government program to improve teacher skills as a follow-up to the 2016 Learning Teacher Competency Improvement Programme.

iii. Malaysia

The School Improvement Program (SIP) provides personalized assistance by principal and teacher mentors and enhanced supervision from the PPDs to improve schools. MoE also promotes Continuous Professional Development (CPD) to provide good practice for the teachers. The implementation of the School Improvement Specialist Coaches (SISC) is a step towards providing on-the-ground training where a pool of subject-matter experts are named among teachers under the Eighth and Ninth Malaysian Plans, also overlapping with the Third Outline Perspective Plan and the Master Plan for Education Development (2001-2010), teaching skills have been improved, and programs have been updated to reduce the gap between rural and urban schools, and to reach the marginalised population

Apart from that, with the introduction of the MBMMBI policy, various training programmes have been carried out for both pre-service and in-service teachers. There have been many new courses on the scene, including courses to educate teachers interested in introducing the new curriculum and courses to develop the qualifications, subject awareness and pedagogical skills of both optional and

non-optional teachers (MOE, 2013, 2014). The selection of courses catered to all types of teachers' training needs to be defined by the ministry or the teachers themselves. English teachers are expected to take the Cambridge Proficiency Test and based on the test results; teachers that need remedial training would have to attend a Professional Upskilling course for English Language Teachers (ProELT) (PEMANDU, 2015). Teachers could also identify their own professional training needs after using the PSELT online self-evaluation instrument and then apply for relevant courses to meet those needs (MOE, 2012b). Many training programmes provided under the MBMMBI policy are listed in the 2014 MBMMBI booklet (MOE, 2014; Kepol, 2017). The main strategy as spelt out above by the MOE can be unpacked as comprising the following sub-strategies in Figure 6.

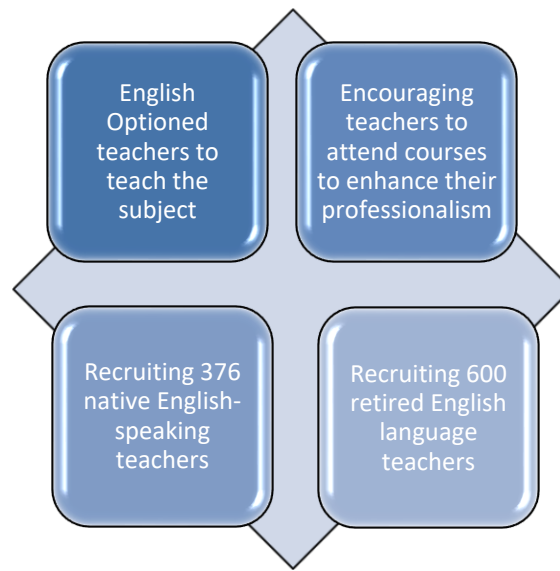


Figure 6. MBMMBI Strategies

In a more recent information booklet, which includes the strategies for enforcing the MBMMBI strategy (MOE, 2014), the first four sub-strategies are explained further. While only the need to increase the intake of English language teachers was stated in the fifth sub-strategy, a review of the recent knowledge booklet on the MBMMBI policy indicates that the quality problem has been recognized and being addressed through the provision of programmes that are focused on improving the competency of pre-service teachers along with the in-service teachers (MOE, 2014). The focus is more towards to raise up the teaching standards on core subjects such as Bahasa Melayu, English language, mathematics and science. Introduction of CEFR for all the English teachers through stage by stage in primary and secondary schools shows the MoE initiatives to strengthen the teachers' quality in teaching English CEFR. Regular supervisions by school leaders and district officers embark the teacher's quality in teaching English. Besides MBMMBI and HIP (Highly Immersive Programmes), special guidance and coaching by learners and continuous supervisions by trainers, as well as PLC lesson study activity had been stimulated and applied at almost schools in Malaysia. The supervision and continuous guidance ensure the teachers quality, and teachers are mentally and motivationally prepared to face any situation.

Additionally, MoE Malaysia had taken an initiative in strengthening English language proficiencies through testing and re-training the teachers, expansion of LINUS and remedial support, as well as blended learning. LINUS screening is conducted in primary schools to identify student's weakness in acquiring the basic proficiencies in English language, which provide feedback for teachers to identify and tackle students' weaknesses in learning English language. Moreover, regarding the

special needs' students, District Transformation Programme was carried out that focused on underperforming schools, whereby the programme reflects capabilities of the well-trained teachers that are prepared to facilitate the students with special needs. Furthermore, there are initiatives to revamp exam questions to include higher order thinking skills to meet challenges in international educational arena such as the TIMSS and PISA. Construction of exam questions were done by the teachers who teach the subjects, with special guidance from SIC+ officers of education district office. In addition, the introduction of 1 BestariNet to all school students has helped the integration of ICT into learning process, and this provides opportunities for teachers to facilitate their online lesson during the COVID-19 outbreak. Besides that, actions in accelerating ICT innovations for distance and self-paced learning indicate the learning standard in Malaysia is developing at the same phase of global need.

iv. Philippines

In the Philippines, a recent World Bank study found that elementary and high school teachers' performance on content knowledge assessment was poor (Al-Samarrai, 2016). The same study also noted that while most teachers in the country had undergone some professional development training, the number was still lesser compared to other countries (Ravago & Mapa, 2020). The more serious concern is the demand for qualified teachers has exceeded the supply (David, Ducanes, Yee, & Generalao, 2018). Moreover, the Department of Education (DepEd) along with experts at the Philippines Normal University (PNU) and their partner university in Australia, developed a set of teacher competency assessments for the new K to 12 curriculums. All these assessments went through a rigorous design and validation process to ensure that they accurately measured teachers' knowledge on subjects that they teach in elementary and high schools. In addition to subject content tests, the PNU also designed a shorter version of DepEd's Teacher Strengths and Needs Assessment (TSNA). This self-assessment tool gives a picture of a teacher's pedagogical competence according to DepEd's own National Competency Based Teacher Standards (NCBTS). These assessments have been used by the PETS-QSDS study to provide evidence on levels of teacher competency in public elementary and high schools (Philippines Education Note, 2016). The TSNA assesses teachers' own perceptions of their pedagogical competence in the seven NCBTS domains: (i) social regard for learning; (ii) learning environment; (iii) diversity of learners; (iv) curriculum; (v) planning, assessing, and reporting; (vi) community links; and (vii) personal growth and development (Philippines Education Note, 2016).

Nevertheless, systems at school level to support teachers to identify their professional development needs, do not seem working well. Each teacher is expected to complete an Individual Plan for Professional Development (IPPD) to outline their professional development needs. In preparing these plans, teachers are expected to use a toolkit prepared by the DepEd, which utilizes a teacher's own strengths and needs assessment using the TSNA. School principals are then expected to aggregate the needs of individual teachers into a School Plan for Professional Development (SPPD), and subsequently submit it to the DepEd office, which prepares a division-level master plan for professional development. Other mechanisms to link teacher training needs do not appear to differentiate between teachers with different training needs. The duration and type of training for teachers do not vary by levels of teachers' experience or qualifications (Philippines Education Note, 2016).

Most teachers in the Philippines received some professional development trainings, nevertheless, the number of trainings is lesser compared to other countries. In 2013, the average of Grade 10 high school teacher received approximately five days of in-service training. The most common kind of training received by elementary and high school teachers in the Philippines was in subject content. Approximately, 40 percent of elementary and 30 percent of high school teachers

reported attending some subject-based training during the 2013 school year. Training in methods of instruction and teaching was also relatively common with around 12 percent of elementary and high school teachers attending this kind of training in 2013. The training usually took place in schools and was frequently conducted by school principals. About a half of all elementary teacher training and two-thirds of high school teacher training conducted in 2013/14 took place in schools. DepEd division offices were also commonly used to conduct training, while DepEd district-level offices were frequently used for training of elementary school teachers. Over half of all training sessions for elementary school teachers and 39 percent of sessions for high school teachers were conducted by DepEd division, region, or central-level staff. School principals were also involved, conducting 32 percent of all training for elementary school teachers and 44 percent of training for high school teachers. Outside experts were used sparingly, accounting for less than 15 percent of training sessions (Philippines Education Note, 2016).

Other than that, the master teacher concept was introduced in the Philippines in 1978. This provided a two-track system of career progression for teachers: school administration and classroom teachers. The classroom teacher's route was enacted through the creation of master teacher positions, at four levels that match the salary grades of principals and assistant principals. The formal expectations of master teachers are: i) they should have regular teaching loads; ii) they are expected to assist other teachers in the school or district in improving their competence; iii) they should take the lead in the preparation of instructional materials or perform such other functions assigned by the principal; iv) they may also be required to serve as demonstration teachers or teacher consultants in the school or the district. The introduction of master teachers was intended to retain effective teachers in the classroom, but poor performance of secondary schools has continued. There is no standard format to assess the performance of master teachers. There is also no process for addressing underperformance by the master teachers. Finally, there is also little research on master teachers to guide policy decisions. Master teachers are supposed to be exemplary teachers who demonstrate good practice within and beyond their own classrooms. In practice, however, their impact is limited by the plethora of additional administrative duties imposed on them and by variable levels of motivation to sustain the commitment shown when seeking the role after they have been appointed. Their roles beyond their own schools also appear to be limited, although the participating master teachers are involved in developing curricula and assessment strategies (Bush et al., 2016).

v. Timor-Leste

Teacher training and teaching and learning materials for each year level were progressively introduced into schools. In the initial years, centralized teacher training about scripted lesson materials was provided within regional areas using a train-the-trainer approach. School leaders attended training and generally relied on the regional facilitator for delivery of the curriculum training, with little follow-up (Owen, 2015b). This meant that school leaders did not always work with their teachers after workshops and supporting them in implementing the new curriculum. Similarly, regional trainers did not provide ongoing follow-up coaching with school leaders to ensure professional development of the staff was happening as intended.

As indicated for Timor-Leste during the first wave of reform, one-off workshops rather than coaching and mentoring were the focus for upskilling teachers and school leaders about the new curriculum and pedagogies, with other alternative professional development models not well understood (Owen, 2015b). Many researchers emphasize the ineffectiveness of one-off training and the importance of follow-up processes after professional learning events. Desimone (2009) argued the importance of training workshops being followed up by collaborative work with other teachers from the same discipline or year level and with groups meeting over an extended timeline. Approaches

include lesson study work with teacher peers, often within their own schools or clusters, which has led to improved teaching and student learning (Ono & Ferreira, 2010; Takahashi, 2014; Tang & Shao, 2014; White & Chap Sam, 2008)

The Timor-Leste leadership programme (Professional Learning and Mentoring Programme – PLMP) was designed in consultation with the Ministry of Education to support the new curriculum and teacher training, with the design being based on research about effective models for professional development, and contextualized within this developing country context (Owen, 2015b; Hawley & Valli, 1999; Meiers et al., 2010). The design reflects effective leadership models for instructional leadership involving both directive and collaborative approaches, and including the establishment of professional learning communities by school leaders (Owen, 2015a, 2015b; Hallinger, 2009; Marks & Printy, 2003; Sheppard, 1996). The system-wide Timor-Leste programme involves a series of school leader workshops and ongoing coaching from international, national, and locally based mentors over about twelve months.

With the support of the Korean International Cooperation Agency (KOICA), UNESCO is supporting the Government of Timor-Leste to strengthen the quality of its mathematics and science education. Under the terms of the three-year cooperation from 2014 to 2017, UNESCO had provided technical and financial assistance to the Government of Timor-Leste to strengthen new curriculum components to support grade 7 – 9 mathematics and integrated science instruction, including teacher guides, syllabi and student workbooks (Timor Leste, UNESCO, 2018-2021). Analysis of document also revealed that the Australian Government Department of Foreign Affairs and Trade (DFAT) has engaged ACER to conduct a longitudinal evaluation from 2017 to 2021 of the Timor-Leste Professional Learning and Mentoring Program (PLMP) which runs from 2016 to 2021, to provide policymakers with an understanding of the extent to which the PLMP and the introduction of a new curriculum in Timor-Leste supports school leaders and teachers to improve teaching practice, and student learning outcomes.

5.1.2 Qualification

i. Brunei

Since 2009, Brunei has had two main teacher preparation programs, the Master of Teaching degree (MTeach) and Master of Education degree (MEd). Both programs are in the Sultan Hassanal Bolkiah Institute of Education (SHBIE) at the University Brunei Darussalam (UBD). The MTeach is an initial or preservice teacher training program. Trainee teachers on the MTeach program will have a bachelor's degree with in-depth content in a subject teachable in Brunei government schools (e.g., English, mathematics, geography, history, biology, chemistry, and physics) to meet the admission criteria. On the other hand, the MEd is an in-service teacher education program. Student teachers on the MEd program would have some teaching experience to fulfil the selection criteria. Both programs are practical-oriented and take participants a year and half (three semesters) to complete. With growing demand for teachers in both government and non-government schools in Brunei, it is expected that the number of teacher candidates will rise in the future. Since 2011, the two key teacher education programs (MTeach and MEd) have graduated each year from a cumulative total of 70 new teachers. Despite this promising success rate, there have been concerns about the few students who fail each year in both programs (Mundia, 2016).

ii. Indonesia

One of the teacher empowerment programs implemented in Indonesia is community-based teacher training. This training is development from the learning teacher program conducted in 2016, with several improvements. The training was a teacher competency improvement program as a follow-up on the national teacher competency test that was followed by 2,699,516 teachers. Based on the competency test results, it was found that teachers' quality in Indonesia had to be improved. Therefore, the government launched teacher training programs to improve the teacher quality in Indonesia (Sumaryanta et al., 2019).

Through a community-based teacher training program, teachers are expected to be able to achieve a minimum average proficiency score of 70 in 2017, reach a score of 75 in 2018, and reach a minimum score of 80 in 2019. Community-based teacher training is structured in three modes: i) face-to-face, ii) full online learning, and iii) blended learning; the modes are selected by Provincial/Regency/City Service Office or the Technical Execution Unit to organize classes according to the participants' profiles. Community-based teacher training has been successful in increasing the professionalism of teachers in Indonesia, particularly about improving educational and professional skills. Training has also been successful in encouraging teachers to continue learning to improve sustainable self-competence through a teacher network in collaboration with colleagues (Kusumawardhani, 2017).

In 2007, the Government of Indonesia launched an ambitious teacher certification program. The main reason for the program is the realization that teachers have failed to produce academically capable students. Indonesian teachers had a low overall proficiency compared to other occupations in Indonesia and with teachers in neighbouring countries (Chang et al. 2013). Teachers with a minimum of bachelor's degrees and a permanent employee status allowed to enter certification program as the program is phased in (Kusumawardhani, 2017).

Apparently, in November 2015, competency test for the whole teaching force was held, both for certified and non-certified teachers, with total around 2.7 million teachers successfully took the test (Ministry of Education and Culture 2016a). The test was a multiple choice comprised of 10 modules depends on certified subject/subject taught. To be eligible for certification in 2016, non-certified teachers must achieve a minimum score of 55, while the national mean score was 53.02. UKG 2015 also served as a basis for a national teacher training and education program (Program Guru Pembelajar) starting in 2016 (Kusumawardhani, 2017).

Nevertheless, in 2017, the Indonesian Ministry of Education and Culture via the Directorate General of Teachers and Education Staff developed the Continuous Professional Development Program, which was the continuation of Learning Teacher Competency Improvement Program in 2016, in which the main objective was to improve teacher competencies. The training guidelines of the Indonesian Ministry of Education and Culture state that the teaching community is a community that has been officially registered in the Management Information System (SIM). The teacher community consists of the community of the task force and the radius community. The community of the task force is a community legitimized by the Provincial/Regency/City Education Service. Office and owns a Community Establishment Decree. Rayon community is a content/skills package teachers professional activity forum coordinated and formed by Teacher Development and Empowerment Technical Executor Unit from the Ministry of Education and Culture. Rayon community is established to accommodate certain content teachers with less than eight persons per province. Teachers who have not joined any of the above-mentioned communities may join the existing communities or create a new one. The renewal of the training program, which took place in 2018, was a reinforcement of the application of the community-based training programme. The aim of the program renewal

implemented during the 2018 training program was to optimize the face-to-face mode. In 2019, the Indonesian government is preparing continuing teacher training programs as a follow-up to previous training, with the goal of achieving an average teacher level of 80. These programs are expected to help realize the availability of quality teachers who have professional skills that can help them successfully carry out their profession. (Sumaryanta et al., 2019).

iii. Malaysia

In order to improve the quality of teachers, the MoE has encouraged teachers to pursue graduate degrees at local universities through special graduate programs. Teachers are given the opportunity to participate in part-time graduate programs, enabling them to continue teaching in schools while attending lectures or pursuing online learning. Raise the entry bar for teachers from 2013 to be amongst top 30% of graduates. This is followed by revamping the IPG to world class standards by 2020 and upgrade the quality of continuous professional development (CPD) from 2013 yet focus teachers on their core function of teaching from 2013. Besides that, the other goals are to implement competency and performance-based career progression by 2016, enhance pathways for teachers into leadership, master teaching and subject specialist roles by 2016 and develop a peer-led culture of excellence and certification process by 2025.

Under goal 5 which is eliminating gender disparities, MoE encourages male students to opt for a teaching career to avoid feminisation of the teaching profession as this has been brought up as one reason why boys are not performing as well as girls in schools. The reason being that children might relate better to teachers of the same gender. There are also initiatives to make the teaching profession more attractive. Transform teaching into the profession of choice is highlighted as the eleventh transformation Shift in Malaysian Blueprint 2013-2025. As for the later period, under the Tenth Malaysia Plan the focus on quality and outcome-based initiatives have become more prominent in line with the objectives of the GTP and the NKRA for education. Thus, increased importance has been given to investments in pre-school, bilingualism, and English literacy screening, along with efforts of making teaching a career of choice. (Malaysia, UNESCO 2018-2021).

In line with the development of teachers' quality in teaching, school based professional development is become a compulsory in each school. Each and every teacher were gathered under Professional learning Communities which is called PLC (Ismail et al., 2020; Stoll, 2010). PLC is a professional development strategy implemented in most of the countries in Asia. PLC plays as a platform for teacher to improve their teaching skills. According to Ismail et al. (2020) a tremendous impact on teachers professional development and school improvement. Malaysia has been become one of the most predominant implements of PLC which carried out by the teachers. The initial PLC formation is PLC, but now there are variety of PLC activity which all the activities give huge impact on the professional development of teachers (Ismail et al., 2020; Mertler & Mertler, 2018; Stoll, 2010).

Scholarships are also provided to the teacher in-service to continue their studies at postgraduate levels either locally or abroad. This will be helpful to improve the knowledge and skill of the teachers in teaching and learning. Continuous Professional Development (CDP) and in-service training (In-Set) are essential components in maintaining teaching quality. In-Set is one kind of school based professional development for the teacher. It involves the training activities, workshops, seminars, or other in-service courses that are compulsory to be attended by the teachers for minimum of seven days in service training a year. This is a useful method to help the teacher to upgrade their skills according to the current development of the country and meet the global challenges. Normally the workshop and seminar are conducted by the school, district, state, and national level which are organized by different education officers for different purposes. Besides that, school based

professional development or known as in-house staff development programmes were conducted under the supervision of school leaders. PLC also associated with in-house staff development programmes which are useful to cover a wide range of areas and need. Basically, the leaders play an important role to make sure the in-house staff development programs to gain a fruitful outcome. By continuous supervision and proper analysis, the school leader can come up with various type of in-house development training which necessary for the teacher to deliver the content knowledge align with emerging educational system in 21st century.

iv. Philippines

In the Philippine context, all teacher education curriculum in all higher education institutions included practicum teaching as one of the requirements for the degrees of Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) and for some degrees in the Bachelor of Arts (BA) programs. No teacher education and arts programs students can graduate without finishing the required number of hours for both actual classroom observation and practice teaching. Pre-service student-teachers usually take their practicum teaching experience out of the campus, in the nearby public elementary and high schools or in-campus at the basic education department of their university or college. Although the practicum experience of the teacher education students is more systematic and formal as it is guided with the policies and guidelines from the Department of Education (DepEd) compared with the practicum experience of the Bachelor of Arts students, these pre-service teachers are trained to become well-prepared and qualified teachers who can pass on their knowledge to the next generation of students (Ulla, 2016).

Apart from that, Commission of Higher Education (CHED) and the DepEd released a joint memorandum order no. 39 of 2005 in which it stated some “guidelines on the deployment of student teachers”. Among the guidelines provided were the roles of teacher education institution and the school division superintendents in the practicum teaching of the pre-service teachers; selection of cooperating schools, cooperating mentors/teachers and their duties and functions; and the responsibilities of student-teachers (DepEd memo 39, 2005). The CHED memorandum order no. 30 of 2004 or the “revised policies and standards for undergraduate teacher education curriculum” was also attached in the joint memorandum. This CHED memorandum order detailed the program specifications of the degrees Bachelor of Elementary Education (BEEd), and Bachelor of Secondary Education (BSEd). This was addressed to the higher education institutions in the country to revisit their teacher education programs.

In the revised policies and standards for the undergraduate teacher education curriculum in the Philippines (CMO 30, 2004), a pre-service teacher education student should be able to finish a credit of 174 units before he can be conferred the degree; 54 units of these are for the professional education courses. These professional education courses are targeted for the development of both knowledge and skills needed in the teaching profession. These include theory/concept courses, methods/strategies courses, field study courses, and special topics courses (Ulla, 2016).

v. Timor-Leste

Regarding the teacher workforce, only about half of the permanently employed primary teachers hold a bachelor-level qualification (Rorris, 2016). Quality of teaching and learning is always associated with quality of teachers or the educator. Lack of professional development opportunities for teachers will prompt to the evolution of ineligible teachers. Percentages of permanently employed primary teachers hold a recognized bachelor level qualification are still remain low which is only 60% (Owen &

Wong 2020). Moreover, there are large group of contract teachers who just completed secondary school (Owen & Wong 2020). Besides that, teachers also should be occupied with ICT knowledge (UNESCO 2008), consequently, it is critical that all classroom teachers are prepared to provide their students with these opportunities. ICT skills has been one of the important necessities during COVID-19 outbreak.

The quality of teaching and learning is impecunious due to untrained teachers who are using inappropriate teaching practices. Teachers tend to use the same teaching methods and approaches for all students, and some of them overlooking the diversity among the learners especially for adults' learners (Rashid 2020) for almost all the subjects (Owen & Wong 2020). Less variety in teaching approaches may decrease the motivation towards learning among students (Boon 2019; Rashid 2020). The quality of teachers relies directly on the shoulder of leaders, whereby poor supervision from the leaders contribute to production of poorly trained teachers. Most leaders focus on the management and administration and do not take initiatives to identify the needs of the teachers to deliver lessons in the classroom. Poor roles among the leaders also lead to the failure in ensuring the implementation of newly reformed curriculum especially in the classroom (Owen & Wong 2020). These issues are handled by providing proper trainings from the district education officers and MoE of Timor-Leste.

Timor-Leste is struggling to develop after valuable documents, including cultural heritage rehabilitation plans, civil registry and health, and education records were destroyed in major crisis in 2006. Despite these challenges, the newly independent territory emerges and placed paramount importance towards the education. The key factor in student's achievement are the teachers, hence, Timor-Leste showed untiring commitment to developing and improving teacher policies and plan. The challenges that are related to quality of teachers, teaching materials and leaders could be barriers to the acceleration in achieving SDG4 especially in COVID-19 outbreak.

5.2 International Cooperation

i. Brunei Darussalam

In the second half of 2016, the Literacy and Numeracy Coaching Programme (LNCP), a 3-year collaborative project between the Ministry, the Centre for British Teachers (CfBT) and its parent company, Education Development Trust (EDT), was initiated through the deployment of 5 international coaches to 24 primary schools who conducted literacy and numeracy assessments on the teachers and pupils (Rashidah, 2017). With the goal of improving the standard of teaching in English and Mathematics and enhancing the achievements of primary and secondary students in numeracy and literacy (LNCP Involves International Program Development and Ministry of Education, 2018), the results of the initial evaluations identified three areas of emphasis and improvement: pedagogical skills and dialogic-focused material.; task design; and learning assessment. The LNCP was fully introduced in January 2017 with the recruitment of 60 foreign coaches sent across the country to 155 schools where they observed lessons, provided teaching presentations, offered input and provided local teachers with vocational development training. Focusing on 'teaching for mastery,' the LNCP has been tasked to train up to 200 local teachers (termed learning partners) by the end of 2019. The learning partners will undergo a six-month training program in which they will be licensed as local expert coaches and the foreign coaches will continue the work. The Ministry's aim is to provide a literacy and numeracy teacher in every school by 2020 ('Education', 2018).

ii. Timor-Leste

With the support of the Korean International Cooperation Agency (KOICA), UNESCO is supporting the Government of Timor-Leste to strengthen its mathematics and science education. Under the terms of the three-year cooperation from 2014 to 2017, UNESCO has provided technical and financial assistance to the Government of Timor-Leste to strengthen new curriculum components to support grade 7 – 9 mathematics and integrated science instruction, including teacher guides, syllabi and student workbooks (Timor-Leste, UNESCO, 2018-2021).

Besides that, The Australian Government Department of Foreign Affairs and Trade (DFAT) has engaged ACER to conduct a longitudinal evaluation from 2017 to 2021 of the Timor-Leste Professional Learning and Mentoring Program (PLMP) which runs from 2016 to 2021, to provide policymakers with an understanding of the extent to which the PLMP and the introduction of a new curriculum in Timor-Leste supports school leaders and teachers to improve teaching practice, and student learning outcomes. The PLMP is one program under the \$120 million Australia Timor-Leste Partnership for Human Development, a five-year, multi-sector partnership addressing health, education, water, sanitation, nutrition, gender, disability, and social protection. The PLMP aims to build leadership and teacher capacity to enable sustained improvement in teaching practice over time to improve student outcomes. Designed with the Timor-Leste Ministry of Education, the PLMP aims to support teachers to effectively implement the National Basic Education Curriculum, which includes understanding new curriculum content and new pedagogies (Rashid, 2020). Key foci of the program include:

- continuous teacher professional development
- strong school leadership
- systems to assess student learning outcomes
- systems to support and
- evaluate teacher performance.

Additionally, the world bank financed and launched SCEP in 2010 as a national Educational Project to assist Timor-Leste to provide proper adult education for the adults in rural areas. It opens a broad opportunity for the adults and youth in rural areas included the school dropout girls who do not complete basic or secondary education. SCEP project is a collaborative project within MOE and support from the UNESCO. Support from the Australia's Public Libraries sector give positive impact on overcome the shortage of learning materials (Pamela 2005; Steinhart 2013) starting since Patti Manolis, manager of Community Learning and Libraries at the Maribyrnong City Council in Victoria, undertook a study tour of libraries in Timor-Leste in mid-2004. Lacking in learning material is one of the major issues that faced by the teacher who struggling to deliver their lesson for the student in school and adult education. Working with libraries has been a solution taken by the MoE and teacher to fulfil their needs of teaching material. In Timor-Leste, joint community centres/libraries introduce the government's planned internet for isolated village pilot project and non-formal education programmes. Besides that, role of library in Timor-Leste gives huge impact on youth learning and reading rooms to support teaching and learning as a path of non-formal education. Upgrading the library in school especially in rural area by double up ICT centre.

5.3 Incentives

i. Malaysia

New Deals were launched in 2011 to acknowledge the value of teacher growth and student success instructional leadership at schools. A band for school results means that the school is identified and graded using the SKPM, based on the average grade of the school in public exams and school self-

rating ratings. Performing schools with Bai'ah will be rewarded (performance-based contracts). Secondly, the 'Teach for Malaysia' Program (TFM) is one of MoE's efforts to recruit outstanding graduates and young professionals as teachers from both local and international universities. The MoE has introduced 'Teach for Malaysia' and the Aminuddin Baki Institute (IAB) has been given the mandate of implementing agency at MoE level in partnership with the Teach for Malaysia Foundation or Yayasan Teach for Malaysia (YTFM) to plan, implement and coordinate development and management of TFM programme. The current emphasis on quality of education lead to the transformation in term of upgrading teacher educator's entry qualification. Teacher Education Division (TED) working collaboratively with both local and foreign university to identify the programmes to upgrades the quality of teacher. Besides that, scholarships for master's degree and doctorate programmes either locally or overseas.

ii. Philippines

DepEd compensates its teachers using a tool called Teachers' Preparation Pay Schedule (TPPS). It is a classification and compensation scheme for teaching positions in elementary and secondary schools based on a combination of competencies which include academic or educational preparation, work experience and extracurricular professional training and certificates. Generally, teachers who perform additional assigned tasks or leadership roles are not provided with benefits, but such tasks can be used to earn credentials for promotion. Teachers can be promoted to principal through two different career tracks, one is the school administration track or second is the master teacher career under the classroom teaching track with the criteria which include educational background, training, experience and performance (Bartolome et al., 2020)

Moreover, Philippine Business for Education, a non-profit organization, implements the Scholarships in Teacher Education Programme to Upgrade Teacher Quality in the Philippines (STEPUP), which is funded by Australian Aid since 2015 (STEPUP, 2020). The number of teachers' awards given by a third-party has also been increasing. The Metrobank Foundation's Award is the oldest since 1985. Other more recent teachers' awards include the *Gintong Parangal para sa Edukasyon* (Golden Honor for Education), conferred to outstanding teacher and education administrator given by Fortune Life Insurance Co. Inc., in partnership with the Department of Education (DepEd) and Mary Lindbert International (Department of Education, 2018). The Isla Lipana & Co. (PwC), an accounting firm, confers the PwC's National Accounting Teacher Award (PwC, 2020). The awards given by third parties, such as Metrobank Foundation, are viewed as part of professional development opportunities for teachers and can contribute into building a culture of excellence. This contributes to development of their competencies, which in turn translate to improvement of students' learning outcomes, thereby raising the quality of education in the country (Ravago & Mapa,2020).

iii. Timor-Leste

The Alola Foundation offers literacy support services, such as a scholarship programme for girls, operates community-based pre-schools, offers professional training and mentors schoolteachers, and offers a teacher training programme to develop classroom management skills and produce reading material for the local context (Rashid, 2020). Educating adult to survive in nature of developing country always need awareness among adults and teachers. Teachers plays an important role to attract the adults with variety learning approach. Teachers also need to create awareness on important of education (Rashid 2020).

6.0 Empirical Findings

As indicated earlier in the methodology, in addition to comprehensive systematic literature review, additional information was also gathered using online questionnaires and three open ended questions. In the following sections, demographic profiles of the respondents will be presented, which then followed by summary of findings from online survey, which then reinforced by open ended responses across countries, namely, Brunei Darussalam, Indonesia, Malaysia, and Philippines. Detailed description of open-ended responses can be referred to Appendix 3.

6.1 Demographic Profile of the Respondents

6.1.1 Brunei

Table 3 demonstrates the number of respondents based on their gender male and female which are 68 and 26, respectively. Out of 94 respondents, most of them (40) 42.6% had Master's Degree, followed by 38.3% respondents with Bachelor's degree, and the remaining nine respondents received higher education at Diploma level. The number of respondents with Certificate in Early Childhood Education, Higher National Diploma, Post-graduate diploma and PhD were 2, 2, 1 and 4, respectively. Besides that, Table 3 illustrates respondents' years of teaching experiences in related field. It is also shown that 66 % of the respondents have more than 10 years of experience, then followed by 23.4% respondent with 6 to 10 years of experience and only 10.6 % are having less than 5 years of experience. Table 3 also reveals the expertise of the respondents could be divided into seven categories, i.e., Early Childhood Education (19.1%), Education for Sustainable Development (ESD) (3.2%), Inclusive Education (1.1 %), Primary Education (16 %), Secondary Education (28.7 %), Technical, Vocational and Education Training (TVET) (25.5 %) and others (6.4%).

Table 3. Brunei: Demographic Profile of the Respondents

Profile	n	Percentage (%)
Gender		
Male	68	72.3
Female	26	27.7
Education Level		
Bachelor's Degree	36	38.3
Certificate in Early Childhood Education	2	2.2
Diploma	9	9.6
Higher National Diploma	2	2.2
Master's Degree	40	42.6
Post graduate diploma	1	1.1
Ph.D	4	4.3
Years of Experience		
6-10 years	22	23.4
Less than 5 years	10	10.6
More than 10 years	62	66.0
Expertise		
Early Childhood Education	18	19.1
Education for Sustainable Development (ESD)	3	3.2
Inclusive Education	1	1.1

Profile	n	Percentage (%)
Others	6	6.4
Primary Education	15	16.0
Secondary Education	27	28.7
Technical, Vocational and Education Training (TVET)	24	25.5

6.1.2 Indonesia

Table 4 shows the total number of respondents from Indonesia were six respondents. Out of six, five of them are male and only one female. It is noticed that education level of all the respondents were Bachelor's degree. It shows that 16.7 % of respondents have less than five years of experience in related field followed by 83.3% respondents have more than 10 years of experience. Table 4 presents that three of the respondents were experts in Education for Sustainable Development (ESD) and other 3 respondents were experts in Teacher Policy and Plan, Technical, Vocational and Education Training (TVET) and others, respectively.

Table 4. Indonesia: Demographic Profile of the Respondents

Profile	n	%
Gender		
Male	5	83.3
Female	1	16.7
Education Level		
Bachelor's Degree	6	100
Years of Experience		
Less than 5 years	1	16.7
More than 10 years	5	83.3
Expertise		
Education for Sustainable Development (ESD)	3	50.0
Others	1	16.7
Teacher Policy and Plan	1	16.7
Technical, Vocational and Education Training (TVET)	1	16.7

6.1.3 Malaysia

Table 5 shows that 84 respondents are from Malaysia and there were 63 male and 21 females altogether. The distribution of educational levels among 84 respondents, shows most of the respondents possessed Master's degree (58.3%), followed by Bachelor's degree (26.2 %), PhD (14.3 %) and only one respondent had a Diploma (1.2%). Table 5 also demonstrates that 51 respondents had more than 10 years of experience. 26 respondents have 6 to 10 years of experience and only seven respondents had less than five years of experiences in related field. It could also be pointed out that, the expertise of the respondents could be divided into seven categories which were Early Childhood Education (19.1%), Teacher policy and Plan (7.1 %), Inclusive Education (4.8 %), Primary Education (48.8 %), Secondary Education (22.6 %), Technical, Vocational and Education Training (TVET) (3.6 %) and others (11.9 %).

Table 5. Malaysia: Demographic Profile of the Respondents

Profile	n	%
Gender		
Male	63	75.0
Female	21	25.0
Education Level		
Bachelor's Degree	22	26.2
Diploma	1	1.2
Master's Degree	49	58.3
Ph.D	12	14.3
Years of Experience		
6-10 years	26	31.0
Less than 5 years	7	8.3
More than 10 years	51	60.7
Expertise		
Early Childhood Education	1	1.2
Inclusive Education	4	4.8
Others	10	11.9
Primary Education	41	48.8
Secondary Education	19	22.6
Teacher Policy and Plan	6	7.1
Technical, Vocational and Education Training (TVET)	3	3.6

6.1.4 Philippines

Table 6 shows total number of 6 males and 3 female respondents from Philippines responded to the questionnaire. The distribution of education levels among 9 respondents, informed that most of them had Master's degree (44.4 %), followed by Bachelor's degree (33.3 %), and 2 of them had Doctor of Education (22.2%). It is noticed that six out of nine respondents had more than 10 years of experience and three respondents had less than five years of experiences in related field. 66.7 % respondents are experts in secondary education and the remaining 33.3 % of them are primary education experts.

Table 6. Philippines: Demographic Profile of the Respondents

Profile	n	%
Gender		
Male	6	66.7
Female	3	33.3
Education Level		
Bachelor's Degree	3	33.3
Doctor of Education	2	22.2
Master's Degree	4	44.4
Years of Experience		
Less than 5 years	3	33.3
More than 10 years	6	66.7
Expertise		
Primary Education	3	33.3
Secondary Education	6	66.7

6.2 Findings from the Online Questionnaire

6.2.1 Status and Challenges of Teacher Policy and Plan in Brunei

Based on Table 7, there are lack of qualified teachers in Brunei, even though sufficient teacher training institution located throughout Brunei. Qualified teachers determine the success of the education implementation, thereby 46.8% of respondents strongly agree that teachers need to have minimum qualification to be a teacher. At the same time, the gender issues among the teachers can be clearly seen in Brunei. Majority of the respondent stated that selection of the teachers is not equally distributed between men and women. In term of curriculum, finding illustrates that, 44.7% of the respondents agreed that the current curriculum meet the need of the 21st century learning. Unfortunately, 46.8% of them are unsure whether the curriculum for teacher training (pre-service) is aligned with IR 4.0. Furthermore, half of the respondents were agreed (50%) that the monitoring authorities are effective ways to ensure the standards of teachers training. Finding also show that 54.3% of the respondents concurred that teacher training (pre-service) programs are evaluated and accredited in their country. Professional Development Programs are the essential tool to ensure the teachers in service are well crafted to meet the current educational needs and changes.

Table 7. Brunei: Teacher Policy and Plan

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Number of qualified teachers is sufficient	13.8	40.4	28.7	10.6	6.4
Teacher training institutions are sufficient throughout my country	9.6	30.9	35.1	16.0	8.5
Teachers need to have minimum qualification to be a teacher.	2.1	6.4	38.3	46.8	6.4
Selection of teachers is equally distributed between men and women	11.7	37.2	18.1	17.0	16.0
Selection of teachers is diverse and include person with disabilities	7.4	18.1	38.3	17.0	19.1
Selection of teachers is diverse in terms of country's ethnic composition	1.1	8.5	40.4	26.6	23.4
Teachers are paid sufficiently	14.9	18.1	47.9	17.0	2.1
Curriculum for teacher training (pre-service) is relevant in 21st century	0.0	12.8	44.7	22.3	20.2
Curriculum for teacher training (pre-service) is aligned with IR 4.0	4.3	17.0	22.3	9.6	46.8
Monitoring authorities are effective in ensuring standards of teacher training	2.1	9.6	50.0	26.6	11.7
Teacher training (pre-service) programs are evaluated and accredited	0.0	4.3	54.3	23.4	18.1
Professional Development Programs (in service) are offered to narrow teachers' competency gap	1.1	7.4	54.3	28.7	8.5
Professional Development Programs (in service) executed to align with current pedagogies.	1.1	7.4	55.3	26.6	9.6
Professional Development Programs (in service) executed to align with current assessment practices	0.0	7.4	57.4	24.5	10.6
Professional Development Programs (in service) executed to equip teachers with online teaching skills	6.4	18.1	45.7	10.6	19.1

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Teachers' competencies are assessed annually	0.0	2.1	48.9	40.4	8.5
Pathway to lifelong learning is widely opened for teachers (4c quality)	6.4	20.2	34.0	12.8	26.6
Teachers are competence to implement online learning	1.1	28.7	43.6	16.0	10.6

Most the respondents agreed that Professional Development Programs (in-service) are offered to narrow teachers' competency gap (54.3%), Professional Development Programs (in-service) executed to align with current pedagogies (55.3%), Professional Development Programs (in service) executed to align with current assessment practices (57.4%), Professional Development Programs (in service) executed to equip teachers with online teaching skills (45.7%). Besides that, 48.7 % of the respondents agreed that teachers' competencies are assessed annually and more than a quarter respondent agreed that the pathway to lifelong learning are widely opened for teachers (4c quality) and lastly, 43.6% of them agreed that teachers are competence to implement online learning which can be seen clearly during this COVID-19 pandemic.

Based on the open-ended responses, challenges faced by the teachers in Brunei can be divided into five categories as illustrated in Figure 7 below. Teachers perspectives is the most important category which has been highlighted by the respondents, followed by policy makers, resources, leaders or school administrators and lastly parents or guardian and family members.

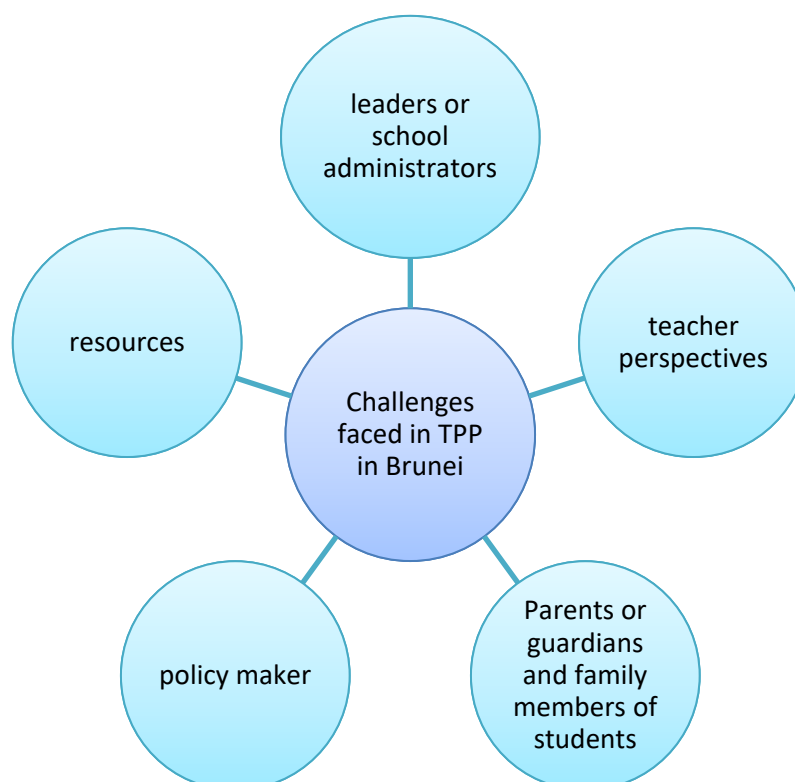


Figure 7: Challenges of Teacher Policy and Plan in Brunei

Further analysis in teacher’s perspectives shows that, heavy workload such as administrator works and unlimited time for non-teaching work are the most predominant challenges faced by the teachers in Brunei. Besides that, finding revealed that, lack of professional development in teachers especially in ICT lead the teachers into trouble. Despite this, in Brunei the outdated policy, absence of policy for preschool and Teacher Policy and Plan is not widely distributed to all teachers which cause the changes made in policy and plan are not shared immediately with teachers had been one of the important challenges. Lastly, the teachers in classrooms who are the frontliners of education are not brought along to discuss policies and changes. Figure 8 illustrates main challenges faced by teachers in Brunei.

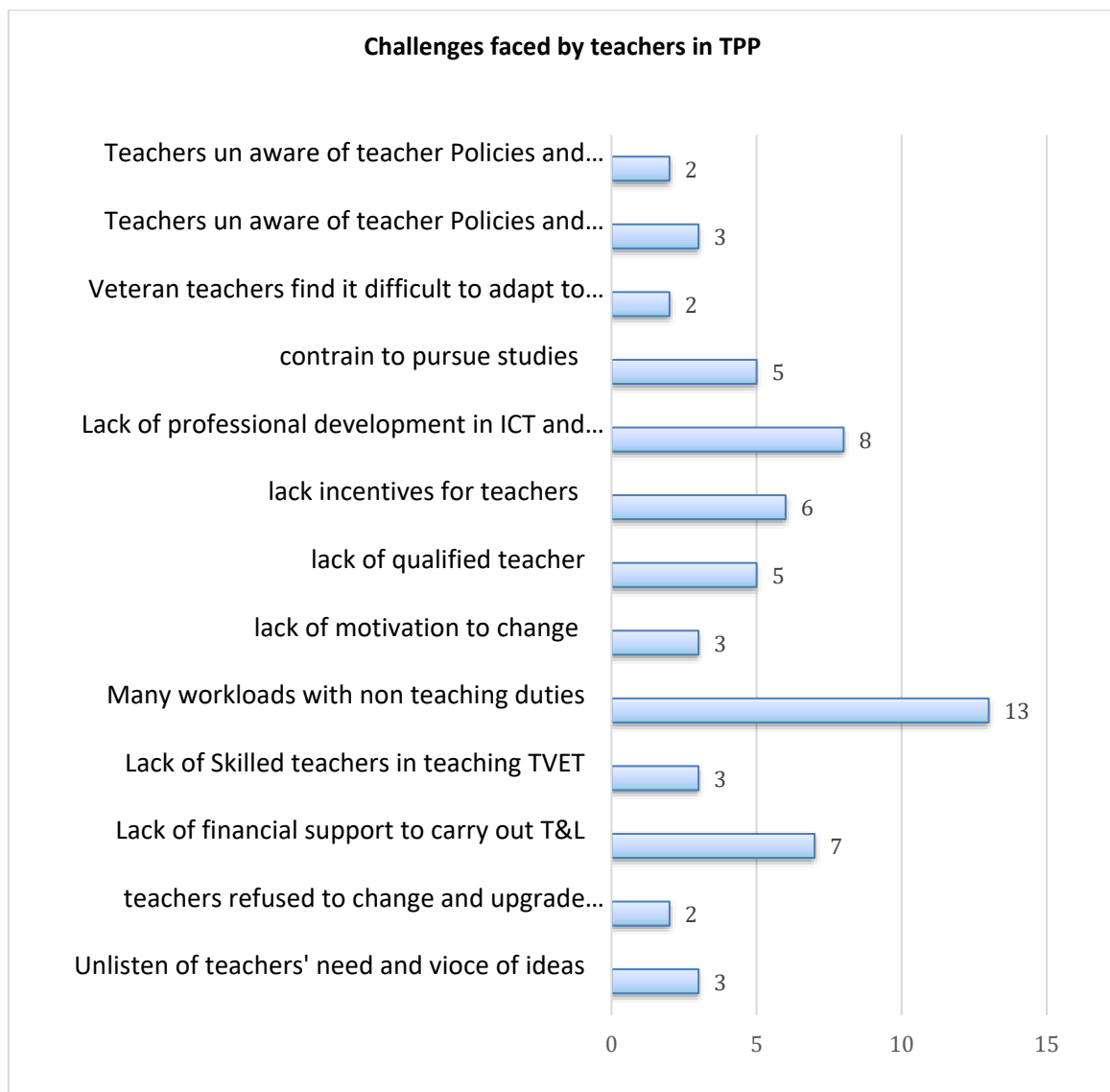


Figure 8. Challenges Faced by Teachers in Brunei

The finding revealed few recommendation and suggestion which suggested by the respondent. Teachers should be occupied themselves with skills and the authorities should create a special scheme to cater towards creating instructors or teachers that will have the correct set of skills. Besides that, teachers should be given token of appreciation to help them to upgrade themselves. Giving award recognition and incentives especially teachers who struggle in classroom filled with children with uncountable characters. Besides that, the teachers should be provided with essential

Professional Development Programs especially in ICT which will be very useful during COVID-19 outbreak. Some of the teachers should be provided with necessary equipment for online teaching and special guidance in integrating ICT in teaching and learning. It is also suggested that government should allocate special incentives for the teachers to further their studies and provide them with scholarship. Teachers' view and innovative ideas should be taken into consideration while discussing the policy changes. Meanwhile, parents should be given an explanation regarding the needs of the policy and school leaders should aware and always monitor the implementation of curriculum to guide the teachers and try to facilitate them so that teachers could implement teaching and learning activities as envisaged in the curriculum.

6.2.2 Status and Challenges of Teacher Policy and Plan in Indonesia

Table 8 shows that there are sufficient number of qualified teachers (50%) and training institution (83.3 %) in Indonesia. 66.7% of respondents agreed that teachers need to have minimum qualification to be a teacher and selection of teachers as perceived by most of the respondents is equally distributed between men and women. Furthermore, 83.3% of the respondents agreed that the selection of teachers is diverse and include person with disabilities and 66.7% respondents are agree that selection of teachers is diverse in terms of country's ethnic composition. Majority of the respondents agreed that teachers in their country are well paid. 66.7% respondents agreed that well-structured curriculum for teacher training (pre-service) with 21st century skills and aligned with IR 4.0 are implemented in Indonesia.

Table 8. Indonesia: Teacher Policy and Plan

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Number of qualified teachers is sufficient	16.7	33.3	50.0	0.0	0.0
Teacher training institutions are sufficient throughout my country	16.7	0.0	83.3	0.0	0.0
Teachers need to have minimum qualification to be a teacher.	0.0	0.0	66.7	33.3	0.0
Selection of teachers is equally distributed between men and women	0.0	0.0	66.7	16.7	16.7
Selection of teachers is diverse and include person with disabilities	0.0	0.0	83.3	0.0	16.7
Selection of teachers is diverse in terms of country's ethnic composition	0.0	0.0	66.7	33.3	0.0
Teachers are paid sufficiently	0.0	33.3	66.7	0.0	0.0
Curriculum for teacher training (pre-service) is relevant in 21st century	0.0	16.7	66.7	16.7	0.0
Curriculum for teacher training (pre-service) is aligned with IR 4.0	0.0	16.7	66.7	16.7	0.0
Monitoring authorities are effective in ensuring standards of teacher training	0.0	0.0	100.0	0.0	0.0
Teacher training (pre-service) programs are evaluated and accredited	0.0	0.0	100.0	0.0	0.0
Professional Development Programs (in service) are offered to narrow teachers' competency gap	0.0	0.0	100.0	0.0	0.0
Professional Development Programs (in service) executed to align with current pedagogies.	0.0	0.0	66.7	33.3	0.0

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Professional Development Programs (in service) executed to align with current assessment practices	0.0	0.0	83.3	16.7	0.0
Professional Development Programs (in service) executed to equip teachers with online teaching skills	0.0	0.0	83.3	16.7	0.0
Teachers' competencies are assessed annually	16.7	0.0	83.3	0.0	0.0
Pathway to lifelong learning is widely opened for teachers (4c quality)	16.7	0.0	66.7	0.0	16.7
Teachers are competence to implement online learning	0.0	16.7	50.0	33.3	0.0

All the respondents pointed out that monitoring authorities are effective in ensuring standards of teacher training and 100% agreed that teacher training (pre-service) programs are evaluated and continuously accredited. Besides that, high number of respondents agreed that Professional Developments programs are important for the teachers. Aligned with that, 100% respondents agreed that Professional Developments programs (in service) are offered to narrow teachers' competencies gap and 66.7 % of them agreed that Professional Development Programs (in service) were implemented and aligned with current pedagogies. Besides that, 83.3% respondents agreed that Professional Development Programs (in service) were offered to align with current assessment practices. Additionally, Professional Development Programs (in service) were also planned to equip teachers with online teaching and learning skills. There were 83.3% of the respondents agreed teachers' competencies need to be annually assessed and 66.7% agreed pathway to lifelong learning are widely opened for teachers. As expected, only 50% of the respondents agreed that teachers are competence to implement online learning.

In Indonesia, additional findings from the open-ended questions demonstrate that lack of enthusiasm among younger generation to become teachers warrant government attention, especially with regards to promotion, difficult competency tests, teacher certification and requirement to improve teaching skills. Lack of motivation among teachers to adapt and adopt the changes in current education systems have been one of the main challenges of teacher education in Indonesia. Teachers low salary indicates that no attention was given to the teachers' welfare. Insufficient infrastructure especially in conducting laboratory work and insufficient skilled teacher to conduct the technical and laboratory work had been addressed as major challenges of teacher education in Indonesia.

There were few good recommendations and suggestions that have been listed such as, the ministry and cultural education and the government must make new breakthroughs in the world of education (training and workshops on education in the 4.0 era). Teachers as the most important asset in children development must be equipped with appropriate competences. It is suggested teachers must have four competencies, namely, Progressive, Inspirational, Competitive and Collaborative. Besides that, teachers' qualification requirement should be reviewed, and teachers should be equally distributed according to the needs across the country. During COVID-19 outbreak, teachers need to occupy themselves with ICT skills. Considering the wide spectrum of demographic profile of children in Indonesia, it will be very useful for teachers to deliver the content knowledge to the children in easy way. Besides that, for most of the respondents, online class and mobile application were two important learning tools to effectively teach specific lesson to the children in rural areas.

6.2.3 Status and Challenges of Teacher Policy and Plan in Malaysia

Table 9 shows that majority of the respondents agreed that there are sufficient qualified teachers in Malaysia and only 6% of them are strongly disagree. 51.2 % respondents stated that teacher training institutions are sufficient in Malaysia. Despite this, 38.1 % strongly agreed that teachers need to have minimum qualification to be a teacher. Even though 4.8 % strongly disagreed that, selection of teachers is equally distributed between men and women as agreed by 38.1% of the respondents. It shows that, selection of teacher is well distributed between male and female teachers. Besides that, 46.4 % agreed that the selection of teachers is diverse and include person with disabilities and 51.2 % agreed that teaching profession is diverse as far as country's ethnic composition is concerned. 50 % of the respondents agreed that teachers in Malaysia are well paid. In term of curriculum, 50 % are agreed that curriculum for teacher training (pre-service) is relevant in 21st century and 42.9 % agreed that curriculum for teacher training (pre-service) is aligned with IR 4.0.

Table 9. Malaysia: Teacher Policy and Plan

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Number of qualified teachers is sufficient	6.0	26.2	35.7	26.2	6.0
Teacher training institutions are sufficient throughout my country	6.0	8.3	51.2	31.0	3.6
Teachers need to have minimum qualification to be a teacher.	7.1	16.7	35.7	38.1	2.4
Selection of teachers is equally distributed between men and women	4.8	29.8	38.1	20.2	7.1
Selection of teachers is diverse and include person with disabilities	1.2	19.0	46.4	26.2	7.1
Selection of teachers is diverse in terms of country's ethnic composition	3.6	13.1	51.2	25.0	7.1
Teachers are paid sufficiently	9.5	21.4	50.0	17.9	1.2
Curriculum for teacher training (pre-service) is relevant in 21st century	2.4	10.7	50.0	32.1	4.8
Curriculum for teacher training (pre-service) is aligned with IR 4.0	2.4	21.4	42.9	21.4	11.9
Monitoring authorities are effective in ensuring standards of teacher training	6.0	11.9	51.2	26.2	4.8
Teacher training (pre-service) programs are evaluated and accredited	3.6	7.1	46.4	38.1	4.8
Professional Development Programs (in service) are offered to narrow teachers' competency gap	1.2	19.0	46.4	31.0	2.4
Professional Development Programs (in service) executed to align with current pedagogies.	1.2	13.1	48.8	35.7	1.2
Professional Development Programs (in service) executed to align with current assessment practices	1.2	13.1	52.4	32.1	1.2
Professional Development Programs (in service) executed to equip teachers with online teaching skills	4.8	10.7	53.6	26.2	4.8
Teachers' competencies are assessed annually	1.2	9.5	52.4	32.1	4.8
Pathway to lifelong learning is widely opened for teachers (4c quality)	1.2	11.9	51.2	34.5	1.2

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Teachers are competence to implement online learning	4.8	14.3	45.2	31.0	4.8

Furthermore, continuous monitoring has been indicated as factor that has positive impact in teachers service, of which 51.2% of the respondents agreed that monitoring authorities are effective in ensuring standards of teacher training. Moreover, 46.4% of the respondents agreed that teacher training (pre-service) programs are evaluated and accredited. Besides continuous monitoring, Professional Development Programs (in-service) is one of the important strategies to ensure the success of curriculum implementation. Thereby, 46.4% of the respondents agreed that Professional Development Programs (in-service) are offered to narrow teachers' competency gap. Meanwhile, 48.8% agreed that Professional Development Programs (in-service) were implemented to align with current pedagogies. 52.4% of the respondents agreed that, Professional Development Programs (in-service) were systematically planned to align with current assessment practices. At the same time, 53.6% of the respondents agreed that Professional Development Programs (in-service) were implemented to equip teachers with online teaching and learning skills. Majority of respondents agreed that, teachers' competencies need to be annually assessed. In addition, 51.2% of the respondents agreed that, pathway to lifelong learning is widely opened for teachers and 45.2% of them agreed that teachers in Malaysia have the competencies that are needed to meaningfully implement online learning.

In Malaysia, finding from the open-ended questions reveal that the highest number of teachers echoed that lack of financial support for the teachers to implement teaching and learning especially during the COVID-19 outbreak. Besides that, lack of ICT facilities and other learning infrastructure were regarded as factors which lead to failure of teaching and learning among teachers during the pandemic period. Extra workload such as paperwork and pressure from the Head of Department to complete the tasks in given time frame has given high pressure for the teachers. Furthermore, high number of students in one classroom is also associated as challenges that need to be faced by many teachers. Political influences and multilanguage approaches have also been encountered in the finding. Frequent changes in curriculum policies are one of the challenges faced by the teachers. Lack of time given for teachers to adapt and adopt to the curriculum based on the current needs especially for the veteran teachers should be taken into consideration.

Respondents also suggested that authorities should provide sufficient financial support for the teachers and reduce overloaded workload, especially paperwork. Helping the teachers in providing them with infrastructure and ICT facilities would be very helpful. Professional development also should be focused on current situation especially related to COVID-19 outbreak. Learning tools for students in need and better internet access facilities may be helpful for the teachers and students to undergo the online learning effectively. Additionally, sudden changes in curriculum should be well explained to the teachers, may be should be implemented after proper research had been done in current pandemic situation. Despite this, more teachers should be appointed to cater the number of the students in classroom. During this COVID-19 pandemic teachers should use learning materials in a form of module, and teaching should be meaning fully integrated not only online but both online and offline teaching.

6.2.4 Status and Challenges of Teacher Policy and Plan in Philippines

Based on summary of findings Table 10, in terms of numbers of sufficient qualified teachers, there is no clear consensus from respondents of the Philippines. The survey indicates that 33.3% respondents strongly agreed with this matter, whilst 33.3% of them disagreed that Philippines has sufficient number of qualified teachers. At the same time, 66.7% agreed that teacher training institutions are sufficient throughout Philippines. Meanwhile 66.7% strongly agreed that teachers need to have minimum qualification to be a teacher. In Philippines, 55.6% agreed that selection of teachers is equally distributed between men and women and 33.3% agreed that selection is diverse and include person with disabilities. In addition, 44.4% of the respondents agreed that selection of teachers is diverse in terms of country's ethnic composition. There were also two different views regarding teacher's salary. Even though 33.3% strongly agreed that teachers are well paid, but 33.3% strongly disagreed. The finding also varies in term of curriculum implementation. 33.3% agreed that curriculum for teacher training (pre-service) is relevant in 21st century and it is aligned with IR 4.0. 44.4% of the respondents strongly agreed that monitoring authorities are effective in ensuring standards of teacher training and 33.3% strongly agreed that teacher training (pre-service) programs are evaluated and accredited.

Table 10. Philippines: Teacher Policy and Plan

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Number of qualified teachers is sufficient	11.1	33.3	22.2	33.3	0.0
Teacher training institutions are sufficient throughout my country	11.1	11.1	66.7	11.1	0.0
Teachers need to have minimum qualification to be a teacher.	11.1	0.0	22.2	66.7	0.0
Selection of teachers is equally distributed between men and women	11.1	22.2	55.6	11.1	0.0
Selection of teachers is diverse and include person with disabilities	22.2	22.2	33.3	22.2	0.0
Selection of teachers is diverse in terms of country's ethnic composition	11.1	44.4	22.2	22.2	0.0
Teachers are paid sufficiently	33.3	11.1	22.2	33.3	0.0
Curriculum for teacher training (pre-service) is relevant in 21st century	22.2	11.1	33.3	22.2	11.1
Curriculum for teacher training (pre-service) is aligned with IR 4.0	22.2	22.2	33.3	22.2	0.0
Monitoring authorities are effective in ensuring standards of teacher training	22.2	11.1	22.2	44.4	0.0
Teacher training (pre-service) programs are evaluated and accredited	22.2	11.1	33.3	33.3	0.0
Professional Development Programs (in service) are offered to narrow teachers' competency gap	22.2	0.0	33.3	33.3	11.1
Professional Development Programs (in service) executed to align with current pedagogies.	22.2	0.0	44.4	33.3	0.0
Professional Development Programs (in service) executed to align with current assessment practices	22.2	0.0	44.4	33.3	0.0

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Un Decided
Professional Development Programs (in service) executed to equip teachers with online teaching skills	22.2	11.1	33.3	33.3	0.0
Teachers' competencies are assessed annually	22.2	0.0	22.2	44.4	11.1
Pathway to lifelong learning is widely opened for teachers (4c quality)	22.2	0.0	66.7	11.1	0.0
Teachers are competence to implement online learning	11.1	0.0	66.7	22.2	0.0

Development programs (in-service) are offered to narrow teachers' competency gap. 44.4% of the respondents agreed that professional development programs (in-service) are implemented to align with current pedagogies and assessment practices. Besides that, there are equal number of respondents agreed and strongly agreed that professional development programs (in-service) are implemented to equip teachers with online teaching skills. Furthermore, 44.4% strongly agreed that teachers' competencies need to be annually assessed. Lastly, 66.7% of the respondents agreed that pathway to lifelong learning is widely opened for teachers and teachers are competent to implement online learning.

Open-ended finding informed us that most of the challenges faces by teachers in Philippines are issues related to teacher policy and plan. For them, policy and plan should be updated according to the current situation. It will be very useful to help authorities to enhance teachers' competencies and skills. Seminar and training should be conducted and widely available to the teachers. Teachers need to be assigned based on their qualification and preference. Besides that, issues related to low salary and overloaded work had been stated. It was also highlighted that unrelated teaching assignments and works are given to teachers such as feeding, disaster risk reduction management etc. which greatly affect the efficiency and successful implementation of teaching-learning process.

Various recommendation and suggestions had been listed in the current finding. Especially unload the teacher with unnecessary workload and establish national teacher training association to properly look after the teacher's welfare. In Philippines, the Department of Education is doing its best to safeguard the mental, physical, and overall health of the teaching force in response to the COVID-19 pandemic by letting all the teachers properly follow the health protocols, besides providing them online trainings and seminars.

6.2.5 Status and Challenges of Teacher Policy and Plan in Timor-Leste

Response by senior educational officer of Timor-Leste stated that a recent World Bank study on Teacher Training Institute in Timor-Leste highlighted the major challenges in this sector. There is a need for the Ministry to diversify and improve its professional development offerings for its teachers, through more effective methods such as school-based trainings, mentoring, teacher working groups and co-teaching, as well as through an increasing use of ICT for teacher training. Allowing teachers to be trained on topics that are most relevant to them will keep their interest up and allowing them to use methods that do not take them away from their classrooms during schooltime would reduce student abandonment. Apart from the issue of quality and relevance, the Ministry needs to develop a clear system in ensuring professional development's role and importance in teacher performance evaluation and subsequent salary raises. Another major problem related to teachers is the fact that teachers are unevenly distributed in schools. This needs to be rectified as a first step in responding to

staffing profiles of each school and must be done for teacher recruitment to proceed. Although this problem has been raised for several years, a decision on re-allocation of teachers has yet to be taken.

It is thus suggested that for teachers to fully take advantage of teacher trainings in their daily work in the classrooms, the development of better teacher performance evaluations, intrinsically linked to performance during teacher training, is essential. Teachers need to see training and the benefits from those trainings in teacher and student performance as directly linked to their career development and success. Without this financial and psychological positive affirmation, it will be difficult to fully reap the benefits of a more robust and effective professional development system. It is also imperative that the MEYS immediately begins to solve the problem of educator staffing in schools – by redistributing existing teachers, legalizing each school’s staffing profile, and investing in teacher recruitment that gives opportunity to new teachers who are both motivated and qualified to teach according to the demands of a 21st century education. The relevant and effective pre-service education of our future teacher workforce, based on 21st century educational needs, is a mandatory priority for our Higher Education Ministry, and our universities need to change their teacher training programs accordingly.

In responding to the impact during and beyond of COVID-19, educator competencies in online platform will be developed and reinforced. Most educators in Timor-Leste had no experience with using online platforms before COVID-19. Therefore, the Ministry, through its National Teacher Training Institute (INFORDEPE) created and implemented several online courses for teachers. Most of these courses were on how to do videos, how to use Zoom online platform, how to use the Learning Passport, how to use Google Classroom, etc., but also included a pilot online training on child development for preschool teachers. The most widespread use of online platforms for teacher training was the Ministry mandated COVID-19 course, which was a mandatory requirement for all educators in Timor-Leste to pass for their schools to be able to re-open. This included all public, private, and international school personnel, and the course and test were offered in three languages. Mentors were deployed across the country to assist teachers in registering and taking the course. In the end more than 17,000 people took and passed the course. It is hoped that this has started to sensitize educators to a future that will utilize online methods more substantially in teacher training, encompassing a wide range of teacher competencies. In general, while teachers were initially hesitant, they were very proud to have achieved a passing score from their online test, and particularly pleased that a certificate was generated automatically.

Besides online teaching competencies, teachers need to be equipped with current assessment practice. This is because in addition to regular assessments, the MEYS also created assessments to measure how much learning has been lost at different levels of schooling. The assessments focus on literacy and numeracy competencies and are a composite of different tests. Those that may be administered directly by the teacher have been completed already in some schools, and the data is currently being compiled. This testing, along with more centrally administered assessments should be completed by February of 2021, which will also help the MEYS to develop more specific remedial programs where needed. Thus, teachers need to be retrained in exposing them with the current assessment practice and hence fair judgment of the students’ abilities.

7.0 Constraints in Implementing Teacher Policy and Plan

Teachers play significant roles in supporting the newly implemented curriculum in line with the education policy reform. Nevertheless, the education reform also becomes a rocky path. Based on the findings, it could be synthesised that there are many pitfalls that could impede the transformation in terms of teachers’ development and professionalism which can be summarized in Figure 9.

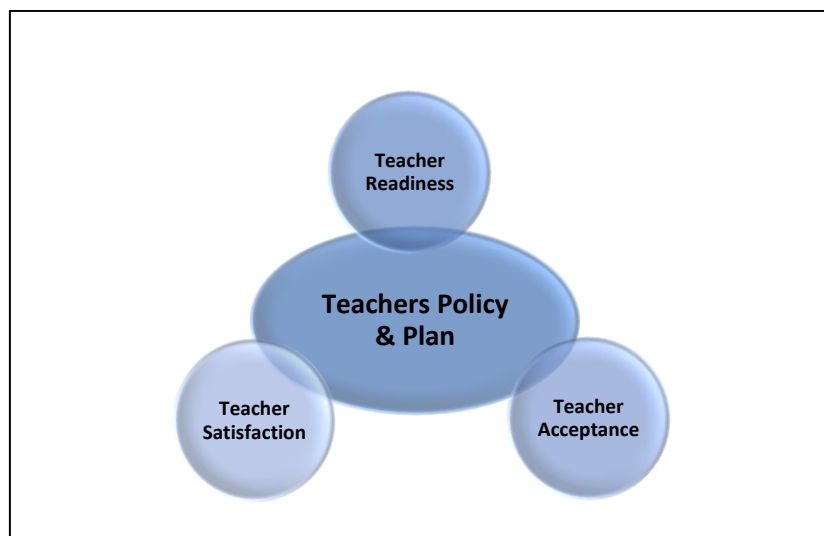


Figure 9. Factors Affecting Teachers Development

7.1 Brunei

While the teachers were mostly optimistic about the SPN21 and its aims, they were not satisfied with what they thought was a lack of direction from the ministry and the school administrators on the new education system. This indicates a breakdown in the macro-micro-transmission cycle in which the expected targets anticipated by the macro-planners (i.e., the ministry) have not been adequately articulated down the chain of command to the micro implementers (i.e., the teachers) (Sharbawi & Jaidin, 2019).

7.2 Indonesia

Based on the survey results on the attitude of teachers' acceptance in the Ministry of Religion towards friendly education for persons with disabilities, 17% of acceptance attitudes were low, 72% were moderate, and 11% were high (Nugraheni, 2018). Based on these results, the attitude and understanding of teachers towards friendly education for persons with disabilities within the Ministry of Religion needs to be improved (Salim et al., 2019).

7.3 Malaysia

Training and courses on the School Based Assessment (SBA) have been provided to teachers throughout Malaysia. Various courses and workshops on professional development had been organized to prepare teachers for the implementation of SBA. Regrettably, the teachers attending professional development courses appeared unlikely to exploit their ability to adopt SBA (Singh et al., 2017). However, the implementation of SBA seems burdensome to the teachers (Ghazali, 2016). According to Ong (2011), SBA puts a significant burden on the obligation of the teachers to evaluate their pupils. For an example, they will take full responsibility for choosing and developing suitable assessment activities that are consistent with the learning outcomes, accompanied by conducting the assessments during the teaching and learning process, assessing the academic success of pupils on the basis of their learning experience. Thus, Singh et al. (2017) used the term 'labour intensive' to describe the teachers' burden in implementing SBA. Third, teachers faced time constraints upon the implementation of SBA (Othman et al., 2013). Given the School-Based Assessment Implementation Handbook and the Malaysian Exams Syndicate 's Learning Progress Guide to direct teachers in

implementing SBA, teachers have been found to be confused with the grading method (Kenayathulla & Ibrahim, 2016). Teachers also have been constantly complaining about inadequate modules for SBA implementation (Kenayathulla & Ibrahim, 2016). Eventually, monitoring should be done regularly by SISC+ after the training sessions to ensure that the implementation of SBA is aligned with the training given.

Teachers' adaptation is considered as an important factor for teachers to prepare themselves for the change according to the policy changes. The ability and willingness to change are essential in order to obtain a fruitful achievement in any changes in education system and curriculum (Yaacob et al. 2020). As what being discussed earlier, the changes in curriculum are occurring at a quicker phase. Teachers need to occupy themselves with strengths and knowledge to face the challenges when applying the new system or curriculum or any curriculum changes. Curriculum changes in Malaysia are very common. The newly appointed teachers are adapting to the changes and need to keep upgrading themselves. The generation gap or age factor always become a common factor that affecting the teacher adaptation to the current changes. Teachers are more prone their own teaching style rather than implementing new strategies and approach which embedded in new curriculum. Teacher adaptation also can be seen tremendous different when the pedagogical approach focusing in ICT. The elderly teachers are difficult to accept new teaching methods that involve ICT usage in classroom compared to the young teachers.

7.4 Philippines

In addition to the wide variety of challenges of rural education in the Philippines, the implementation of the MTB-MLE has resulted in a new set of dilemmas that rural teachers face. teacher factor, particularly on the fact that teachers themselves reported lack of sufficient knowledge about their own mother tongue and how to teach them and their lack of sufficient training to implement the policy (Nolasco, 2012; Tupas & Martin, 2016); structural misalignments, specifically between the intentions of the national language policy at the national level and the ways that teachers interpreted the national policy in the classroom level (Burton, 2013; Lopez et al., 2019; Parba, 2018). This issue also addressed lack of adequate teachers' guide and students' textbooks. The teachers also expressed confusion as to the variety of Cebuano and the level of complexity used in the textbooks. Cebuano, a language originally from Cebu in the central part of the Philippines, is a transplanted language in Bukidnon or in Region 10. While still characteristically Cebuano, the speakers of this language in Bukidnon speak a variety of this language. Many teachers expressed that while the textbooks are predominantly in Cebuano and use some English lexical items to present the materials, several Cebuano words not used in Bukidnon are found in the textbooks (Parba, 2018).

Besides that, the level and timeliness of salary payments can be an important factor in motivating teachers, which in turn can affect levels of student learning. Teachers in the Philippines are relatively well paid, but their salary scale is more compressed. Comparable information on other East Asian countries shows that the starting salary of teachers in the Philippines is relatively high. These relatively small salary increases over the course of a teacher's career are unlikely to motivate them significantly. The PETS-QSDS study found that high school teachers with a post-graduate degree felt that their remuneration was not adequate. Moreover, about one-fifth of teachers reported that they had to have other jobs or sources of income to supplement their earnings from teaching. However, teachers also receive a bonus based on their school's ranking on a set of performance-based indicators including how well the school's students score on the National Achievement Test (Philippines Education Note, 2016).

7.5 Timor-Leste

The country lacks a standardised national learning assessment/examination system that can benchmark yearly learning and track student learning (UNICEF 2015). National literacy campaign (2007) prioritised non-formal education to address the challenge of youth literacy, providing a pathway through basic literacy, and the National Equivalence (NE) programme. Teachers engaged in adult literacy programmes offered through the CLCs have noted the challenges of multilingual education for adults in addition to the challenges related to additional reading materials. As the language landscape is very diverse in Timor-Leste, outside of the capital city, especially adults in remote communities are proficient in their local language and have been functional in their own settings are now unable to communicate with the new state system and public offices due to a lack of language skill. The world's first new independent state in the 21st century, the Democratic Republic of Timor-Leste faced major political changes, in which economic crisis has given tremendous impact in upgrading the teachers' proficiencies and education system.

There is no denying that the country needs resources to develop infrastructure, train teachers, and develop curricula and textbooks to growing student population. Despite a strong commitment to education, capability remains low and reliance on external help through donor agencies and international IGOs remains critical. Lack of qualified teachers negatively impacts the student/teacher ratio in the classroom and again rural areas are more affected. The challenges associated with poorly trained teachers are further exacerbated by poor supervision by untrained school inspectors, hence raising serious concerns regarding the quality of education offered through the public education system. Although access to school has improved across the country, absenteeism among adolescent girls is still commonly noted in rural areas. Although magnificent changes by reforming curriculum to help the teachers has been crafted, there are still numerous factors which directly and indirectly effect the teacher's performance. Starting from self-related qualification, infrastructure, leaders, district, and state officers until the learner's awareness gives tremendous impact on teachers' policies and performance.

8.0 Challenges in Teachers Policy and Plan

There are numerous challenges were identified that might affect the acceleration of meeting SDG4 targets and to achieve the agenda 2030:

- The quality of teaching and learning is impecunious due to untrained teachers who are using inappropriate teaching practices. Teachers are tent to use the same teaching methods and approaches for all students by ignoring the diversity among the learners especially for adult learners for almost for all the subjects. Less variety in teaching approaches which decrease the motivation towards learning among students.
- Quality of teaching and learning is always associated with quality of teachers or the educators. Lack of professional development opportunities for teachers will prompt to the evolution of ineligible teachers. Percentages of permanently employed primary teachers hold a recognized bachelor level qualification are remain low especially in Timor-Leste. Moreover, there are large group of contract teachers who just completed secondary schools. Besides that, teachers also should be occupied with ICT knowledge), consequently, it is critical that all classroom teachers are prepared to provide their students with these opportunities. Undoubtedly, ICT skills has been one of the important necessities during COVID-19 outbreak.

- The quality of the teacher relies directly on the shoulder of the leader so that poor supervision from the leader will subsequently contribute to production of poorly trained teachers. Most of the school leaders focus more on the management and administration and do not take initiatives to identify the needs of the teachers. Poor role among the leaders also leads to the failure in ensuring the implementation of newly reformed curriculum.
- Lack of teaching materials or limited resources were provided for the teachers in order to implement the newly crafted curriculum will always lead to failure of the curriculum implementation. The current economic status of the certain countries such as Timor-Leste revealed that the country needs resources to develop infrastructure in school, train the teachers and develop curriculum and textbooks for the growing student population. Therefore, lack of materials will contribute to improper implementation of curriculum.
- Despite widespread recognition of the importance of teachers in shaping the success of future generations, teaching, in far too many contexts, is always not regarded as a valued profession. Many countries face challenges in recruiting and retaining teachers. This is because wages for teachers in many countries are not comparable to professionals with similar education and training levels, workloads have increased, working conditions are deteriorating, and in certain countries, teachers are increasingly employed under precarious contracts.
- The COVID-19 outbreak leads to a delay in school data collection and delaying in providing the education indicators to decision makers and planners. Besides that, children from rural areas that do not have electricity supply at home, cannot get a proper supervision from the teachers, which eventually lead to poor understanding and achievement.

9.0 Recommendations

Recommendation 1: Establish the quality of the teacher

- Proper guidance and importance information should be provided for teachers to align between the learning outcomes, teaching and learning approaches and assessment mechanisms.
- Teachers should also find other resources to replace the materials stated in the curriculum. Teacher should be creative to use localised learning materials within the context of everyday living experiences.
- Teachers are responsible for establishing classroom environment and preparing learning opportunities that facilitate students in using technologies to learn, and communicate.
- Ample opportunity for teachers to improve their knowledge and skills through lifelong learning pathways and continuous professional development.

Recommendation 2: Availability of localized and low-cost teaching materials

- Materials that have been developed by the panel of curriculum developer should be in delivering mode and easily accessible.
- Distribute the funded learning materials such as reading materials, to the remote areas to cater the underprivileged children.
- Teaching and learning materials that are cheap and can be found in the surrounding environment should be used to replace the expensive materials.
- Lesson plans should be prepared in multi languages, so that it can be used easily by all trained and untrained teachers.

- Efforts to promote the enjoyment of other rights must not be undermined, and should be reinforced, by the values imparted in the educational process. This includes not only the content of the curriculum but also the educational processes, the pedagogical methods and the environment within which education takes place.

Recommendation 3: Ensure the school leaders’ role in implementing the new curriculum

- School leaders should identify the problems among teachers in implementing the curriculum especially the shortage of materials and provide the necessary needs.
- School leaders should also monitor the achievement of the new curriculum implementation and provide supports for teachers to overcome any difficulties.
- School leaders should focus not only on administration matters, but they should look at all levels of the school organizations for the success of curriculum implementation in the classrooms.
- Roles of supports are critical in helping those that are left behind, which include district and state roles that are important to drive strategic investment and system change.

Recommendation 4: Cooperate with national and international agencies

- Some cluster countries need financial support and expertise from external agencies, to fulfil the needs in education system, especially in teacher training workshops, school infrastructure, producing textbooks and reading materials.
- Engage in consultation and negotiation with teachers’ organizations to ensure effective teacher policies are designed and implemented.
- Seek for large scale financial assistance for learning digitalization and connectivity especially in navigating learning challenges during and post pandemic COVID-19.

10.0 Conclusion

Localized training offered in regional and/or district-based training centres and distance learning should be enhanced progressively as practised in many sub-Saharan Africa and South and West Asia, in an effort to increase teachers’ professionalism especially in rural areas. Approaches that aim to build a collaborative learning culture amongst teachers and schools provide sustainable solutions to lifting teaching quality should be initiated. The creation of school-clusters (small groups of allied schools that allow teachers to share resources, experiences, and facilities) is one such example and is gaining popularity as a means of offering ongoing professional development. Indeed, effective teacher development is a prolonging process that requires substantial investment. It also requires a holistic view that balances content knowledge with pedagogical skills, practical experience, and *in-situ* support with attention to creating educational and learning environments that are child friendly and sensitive to the gender. Though what works to enhance the standard of teaching varies according to context, there are creative methods that can be integrated into national teacher development policies. In conclusion, if teachers are not given the ability to motivate themselves, the demands for a better education would be unreciprocated.



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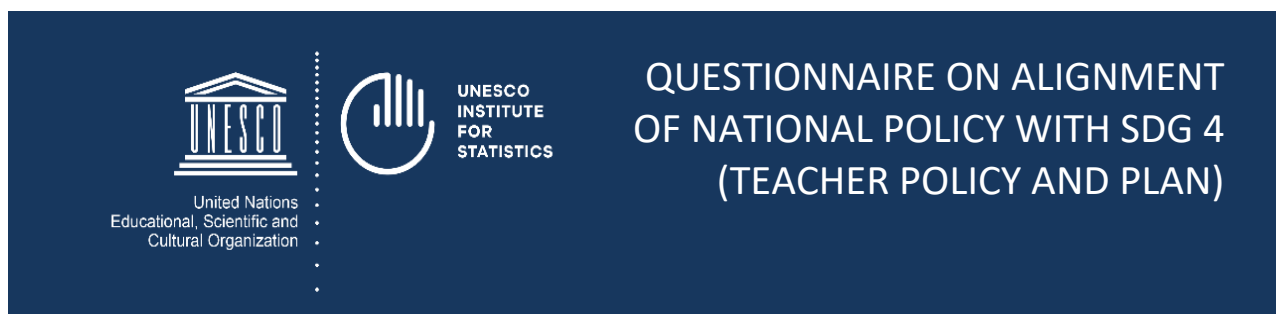
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Appendices

Appendix 1: Questionnaire on Alignment of National Policy with SDG 4 (Teacher Policy and Plan)



PURPOSE AND MAIN DEFINITIONS

The purpose of this questionnaire is to gather information about countries' existing and ongoing policies and its alignment with United Nations' Sustainable Development Goal (SDG) 4. The information collected in this questionnaire will be used to develop a policy reviews on 5 cluster countries to observe commonalities and uniqueness between countries and recommendations for nations to keep track and learn from each other.

UNESCO, Jakarta office as the Cluster Office to Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste has been supporting the Member States to achieve Sustainable Development Goal 4 to promote Quality Education through 2020-2021 Regular Programs in five education areas

- i) Sector-wide Policies and Plan;
- ii) Technical Vocational and Education Training (TVET);
- iii) Teacher Policy and Plan;
- iv) Education for Sustainable Development (ESD);
- v) Inclusive Education.

Sustainable Development Goal 4

TARGET 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

TARGET 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

TARGET 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

TARGET 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

TARGET 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

TARGET 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

TARGET 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

TARGET 4a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

TARGET 4b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small islands developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

TARGET 4c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small islands developing States.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Please read these instructions carefully. If there's any uncertain definitions of key terms, participant may refer to the glossary and description of the five areas. Please provide information about the participant that completed this questionnaire. Please answer ALL questions that apply and provide comprehensive comments for the open ended question as required. If you have any queries on how to answer this questionnaire, please do not hesitate to contact UNESCO, Jakarta Office.

Thank you very much

CONTACT INFORMATIONS

UNESCO Jakarta

GENERAL INFORMATION

Please provide information on the authoritative person to complete this questionnaire.

The person completing this questionnaire should be an official representative of the Ministry of Education or corresponding institution in the country. The person should be well-informed of the country's participation in Teacher Policy and Plan.

1. Country
Brunei Darussalam []
Indonesia []
Malaysia []
Philippines []
Timor-Leste []

2. Gender
Male []
Female []

3. Age :(years)

4. Education Level
Diploma []
Bachelor's Degree []
Master's Degree []
Ph.D []

5. Ministry / Department / Division / Institution / Schools:
.....

6. Year of experience in education field
Less than 5 years []
6 to 10 years []
More the 10 years []

7. Expertise
Technical, Vocational and Education Training (TVET) []
Teacher Policy and Plan []
Education for Sustainable Development (ESD) []
Inclusive Education []
Early Childhood Education []
Primary Education []
Secondary Education []
Others: Please specify: _____

7. Email:

Instruction for completing the survey

This questionnaire covers the Sustainable Development Goal 4 Targets regarding the area of **Teacher Policy and Plan** and its relation to your country. Please tick (✓) based on **your professional opinion** upon each statement referring to the level of the agreement indicates as below:

- 1 : Strongly Disagree
- 2 : Disagree
- 3 : Agree
- 4 : Strongly Agree
- 0 : Undecided / Unsure

In my opinion:

No.	Statement	Level of Agreement				
		1	2	3	4	0
1	Number of qualified teachers is sufficient					
2	Teacher training institutions are sufficient throughout my country					
3	Teachers need to have minimum qualification to be a teacher					
4	Selection of teachers is equally distributed between men and women					
5	Selection of teachers is diverse and include person with disabilities					
6	Selection of teachers is diverse in terms of country's ethnic composition					
7	Teachers are paid sufficiently					
8	Curriculum for teacher training (pre-service) is relevant in 21 st century					
9	Curriculum for teacher training (pre-service) is aligned with IR 4.0					
10	Monitoring authorities are effective in ensuring standards of teacher training					
11	Teacher training (pre-service) programs are evaluated and accredited					
12	Professional Development Programs (in service) are offered to narrow teachers' competency gap					

No.	Statement	Level of Agreement				
		1	2	3	4	0
13	Professional Development Programs (in service) executed to align with current pedagogies.					
14	Professional Development Programs (in service) executed to align with current assessment practices					
15	Professional Development Programs (in service) executed to equip teachers with online teaching skills					
16	Teachers' competencies are assessed annually					
17	Pathways to lifelong learning are widely opened for teachers					
18	Teachers are competence to implement online learning					

In addition to the above survey items, we also welcome other views regarding **Teacher Policy and Plan** programs in your country. Please write down your views and suggestions to the following open-ended questions:

1. What are the challenges faced in Teacher Policy and Plan in your country?

2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?

3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?

❄️❄️❄️❄️❄️**THANK YOU VERY MUCH FOR YOUR COOPERATION**❄️❄️❄️❄️❄️

Appendix 2: Interview Questions

1. What are the challenges faced in five thematic areas in your country?
2. What are your recommendations and suggestions towards the improvement of five thematic areas in your country?
3. How does your country respond to the impact during and beyond of COVID-19 pandemic on the five thematic areas (e.g., enrolment, curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
4. Probing questions
 - marginalized students/rural/remote/refugee/CLHIV/out-of-school
 - equality/accessibility/quality/inclusivity
 - financial/budget (between ministry/ private/NGO)
 - resources/learning materials/food (between ministry/ private/NGO)
 - infrastructure/IT/internet/gadgets/electricity/water
 - policy guidelines for COVID (participation/attendance/monitoring of T&L/overcoming learning loss/promotion to grades/admission to higher education (selection)/practical learning)
 - technical, social & emotional support for school community

Appendix 3: Open Ended Responses Related to Teacher Policy and Plan

Brunei

1. What are the challenges faced in Teacher Policy and Plan in your country?	2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?	3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
The immediate changes to Teacher Policy and Plan have made the teaching and learning difficult especially to areas where internet is inaccessible, parents with illiterate ICT, lack of financial support to carry out the teaching and learning using the online platform.	Provide sufficient information to the changes that have been made to all educators, parents.	The authority reacts instantly as soon as the COVID19 first hit the country. The Teacher Policy and Plan is modified and implemented with immediate effect to all schools around the country.
Outdated policy, need frequent review to follow the current trends of teaching and learning	frequent review and update the data	online learning and online resources
Resources	Provide more training(upgrading)	Good
Some teachers refused to get Master/Diploma in Education	Rules to be implement if teachers refused to comply	Looking into opportunity to do Blended Learning in all levels of education
There are no teacher standards for TVET education.	Introduce a Teachers standard for TVET education.	IBTE have provided online training for instructors on how to use applications that is to be used for teaching
to understand teachers need	run a dialogue with teachers	teachers are given work from home
Fresh graduates are employed as instructors or teachers in technical schools. They have no technical skills and are employed to teach students practical skills that they themselves do not have. Mismatch in skills learnt in university even if the subject area is the same. The skills of an engineer are not the same as that of technicians in certain subject areas.	Create a special scheme to cater towards creating instructors or teachers that will have the correct set of skills.	Classes were taught online. Assessments were also changed from the typical practical observation to assignments or viva exams for the students.
Too many workloads in limited time	Teacher are excluded from administration work and co-curricular activities	MOH command, we follow
Not equally distributed over the districts.	More teachers should be deployed and not using the teacher to student ratio.	Most teaching run as usual but using either online or learning pack, curriculum has been modified and being more flexible.
Resources and funds	Courses on related areas to be improved	We did some modifications in curriculum, and choices for online platform, modifications in assessments and evaluations

1. What are the challenges faced in Teacher Policy and Plan in your country?	2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?	3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
Lack of incentives	Give award recognition and incentives especially teacher teaching end class	Online teaching
unclear	Improve "internal post" Policy and Plan	Everyone was adapting to online teaching and learning in a span of a week, though workshops (MS teams) were provided. Senior instructors were struggling with the use of technology, issues that was difficult to resolve was students not attending as no internet at home, lack of disciplinary actions not attending online classes.
Ensuring that all instructors are able to adapt to changing environment in a positive manner	Unsure	During the first phase of de-escalation, the School had to make changes to how classes and practical were conducted. Example: Use of practical demonstration through video with step-by-step explanation on the methods. Instructors are able to pause during demonstrations to further explain reasons for the methods of use, history and current applications.
the challenges is compliance towards the policy and plan, moreover, the action taken to execute such plan were delayed and not properly shared and handled. also, internal appointments prove burdensome to some instructors.	to have a paternity leave for male teachers. to have a proper (transparent) cascading and sharing of information.	assessment must be divided into several session based on the COVID-19 pandemic policy and plan and this takes longer time and assessment time are extended due to the limitation. as for online resources, MOE/IBTE HQ should provide some online resources other than Microsoft team and to extend the learning beyond the four walls, online can be further extended beyond the classroom.
Leadership; too much Top-down approach. Too centralized	Give more autonomy to schools and teachers. Harmonize top down with bottom-up approaches.	Online teaching and assessment
Pedagogy taught specific to area of teaching are not sufficient. There is a huge gap in development and improvement of instructors specific to area of teaching.	Improve in 21st century learning and teaching with maximum use of technology and reduce administration work.	Full use and migration towards online learning.
unsure	unsure	unsure
Unsure	Refer to other countries who have successfully implemented it	Modification of curriculum, trained teachers in my school as Microsoft Innovative Educators (teachers who have MIE status)

1. What are the challenges faced in Teacher Policy and Plan in your country?	2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?	3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
unsure	unsure	online resources and online curriculum / lesson delivery
ICT knowledge and skills	More professional programmes for teachers on using ICT in teaching and facilities for students in schools should be provided and updated	Teachers do online learning and prepared home learning pack to ensure the students are not left behind
Teachers are not willing to change and not IR 4.0 ready.	Ask teachers' opinion and listen to what they have to say when making changes. Do research on what best suits our culture rather than just adopt one from oversea.	IMO We are trying our best to make use of whatever resources available in the country now.
Teachers are given non-teaching related duties that sometimes consume the teacher's time to prepare their lessons.	Non-teaching duties should be exclusive to non-teaching staff at schools.	Suggestions were given on how to deliver online lessons (suitable online platforms, length of lessons, etc.)
Some teachers unable to attend the professional development	Give a review or online	Modification of curriculum
<ol style="list-style-type: none"> 1. Retaining of gifted teachers and succession planning 2. Limited participation in disadvantaged community 3. Turnovers due to unfavorable work culture and management meddling 4. Ensuring fair access to training opportunities 5. Lack of willpower to drive 21st century adaptations 	<ol style="list-style-type: none"> 1. Ensuring fair pay and compensation 2. Providing bursaries to gifted person from disadvantaged communities 3. Clearly setting the roles and responsibilities of teachers 4. Improving the welfare of teachers including paternity leave 5. Appointing/training champions/coaches for 21st century style of learning 	<p>Adaptations are made to the delivery of the syllabus. These include online learning, learning packs, staggered learning patterns and working from home. However, the teaching profession is also seen as frontliners role albeit with little to some recognition and support from stakeholders including parents and management.</p> <p>Teachers also faced the problem associated with own childcare since other institutions are closed. This led them to feeling overwhelmed since there is also the need to meet the expectations being both educators and parents.</p> <p>Adaptations are made with the use of online and video application however such practices are deemed to be short term and not long term as seen from its application in Brunei once we moved to Phase 4 Deescalation. This raises the questions on the willingness of the education sector to make real adaptations with modern technologies.</p>
Some of the teachers are unaware of the TPP.	Info on TPP to be distributed to all educators	None.

1. What are the challenges faced in Teacher Policy and Plan in your country?	2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?	3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
The challenge is to recruit new teachers with the accurate competency based.	Increase more budget to recruit local teachers.	BCP for school was created and many modified curriculums were made to adjust for online learning to take place. Teachers was unprepared to use online platforms, but many gave it a try.
Not a policy maker to not relevant as a secondary teacher.	The current policy is good enough, however, there need to be proper training for teachers in respond to students who have problem accessing to the internet.	The policy in Brunei is quite good, they even provide BCP (Business Continuity Plan) for schools in ensuring that lesson can be done online. If online lesson cannot be conducted, Home Learning Pack was provided to students.
Uncertain	Uncertain	<p>For technical education it involves mostly hands-on practices rather than assessment theories. The student attendance physically is very crucial to teach them the right skills. Therefore, the WFH does not reflect the right way of teaching and learning of the technical education skills.</p> <p>During the pandemics, students are divided into 2 teams to reduce contacts with their whole class. Team A will go to the campus and do their practical as usual where Team B will be at home and do some readings for the practical the next day. This will be repeated for the next day where Team B will go to school where Team A will stay at home</p>
It is challenging to get a full-time in-service training that qualify the teacher to upgrade to degree/masters etc	More transparency in the current policy and plan	Training, resources for teachers are offered.
There is no proper channel to voice our ideas	Set a platform or proper website for teachers to have bilateral dialogue with the policy maker	All ministries work together to ensure teaching & learning process to take place smoothly, especially Moe & Ministry of communication. The NGOs were also involved to help supply devices for the most needed students
Challenges is finding the time for teachers to carry out their professional development (in-service)	To ensure that the professional development is properly planned, implemented and carried out. The accountability needs to be done by the Heads of the Schools.	The country is now aware on the importance of online learning and that there are certain skills needed for the teachers to carry the teaching and learning out effectively. There are more courses now available by institutions in the country to develop the teachers.
Unsure.	More on teacher's rights.	Trying best to be on positive sides.

1. What are the challenges faced in Teacher Policy and Plan in your country?	2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?	3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
To get the right teacher who is really passionate in teaching.	Give incentives to reward teachers who performed well.	Curriculum is reduced, so no pressure for teachers to complete the syllabus.
It is challenging to get a full-time in-service training that qualify the teacher to upgrade to degree/masters etc	More transparency in the current policy and plan	Training, resources for teachers are offered.
Number of teachers is not sufficient for less popular subjects such as Design and Technology.	To upskill and reskill the available teachers to pursue local training/ coaching as required	Teachers need to do online assessments, prepare Edu pack and modify the curriculum to accommodate distant learning. Teachers need to be equipped with online platform at this difficult time, and perhaps this will be the new norm that everybody is moving towards in the near future
There are Opportunities for upgrading /upskilling training but unfortunately insufficient Subject Matter Experts to relief classes	No comment	Supportive towards it although many hiccups along the way
Brunei does not have teacher policy at the moment. Somehow teachers were briefed and given workshop during their first year of teaching	Develop ECCE framework and Preschool teachers' guide	online learning, WhatsApp, project-based assessment - children's projects and video
Teacher training for online platform teaching is limited. Internet facilities for both students and teachers are limited.	Teachers are needed to be exposed to 21st century skills such as virtual learning and online platform. Besides that, socio-economic factors of parents to provide their children with technological gadget and internet would be one of the challenges faced during this Covid-19.	MOE has taken the initiatives to lend computers to the needy students. However, it is still not enough for everyone and parents are unable to provide free flow of wifi for the online learning. In terms of curriculum modification, the syllabus has been reduced to allow ample time to deliver them. Online resources are still not enough as this is a new norm for the primary level schools.
Not sure	Need to be reviewed annually	Not sure
Teachers are unable to do online teaching and learning with some students. This is due to students' connectivity issues with reference to their Socio-Economic-Status background.	1. Free Wi-Fi for students only on teaching and learning matters.	1. Putting the needed resources online is one of the initiatives taken by MoE. 2. Modified curriculum.
More industrial experience required because most of the graduates have academic knowledge. Need to allow people from industries to teach in TVET	Change in recruitment policy of TVET teachers	Good

1. What are the challenges faced in Teacher Policy and Plan in your country?	2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?	3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
We are unsure if we have one or not	It should be socialised to teachers, easy to access (if we have one)	PD's for online teaching
Unexpected things like this pandemic, community perception of a 'good' education and sometimes the teachers IN CLASSROOMS who are the frontliners of education are not brought along to discuss policies and changes. They are the ones whose opinion matter because they know what is best for the students.	Bring the teachers IN CLASSROOMS. Take into account their opinion.	There are more encouragements on the use of online platforms and the move towards online learning. In several grade classes, teachers were asked to prioritise certain topics and no end of year exams were held to catch up with the syllabus. Major exams were either postponed or held later as well
Teachers are not equipped with ECCE background	Bring in expertise to coach pre-schoolteachers. Teachers performance appraisal must align with Teacher policy and plan	Online resources were given mostly by teachers who are equipped with ICT skills
We are still learning to utilize Professional Development sessions based on the feedbacks from our Teaching Performance Appraisal, to be aligned with the ever-changing Bruneian Teachers' Standard. The support and understanding from the administration would be very much appreciated.	Teachers should not only be focused on their teaching competencies, but they also need to be competent in terms of using electronic devices for education.	The Curriculum Development Department has taken the initiative to modify the curriculum & makes the curriculum more achievable for the students. In terms of teachers' online competencies, the ministries (MOE & Ministry of Communication) have come up to an agreement with the local communication network companies to support the education to be reachable to the students for both the educators and learners. In terms of teaching methods, each school have their own way of teaching, where even the parents will adapt with the Home-Learning Based methods selected by the teachers.
Teaching online with students that have low internet connectivity and communication difficulties for students that do not have laptops and handphones.	Improving the internet range and service; and expose students more on online learning. So that students be prepared if traditional teaching and learning cannot be done.	Educators have planned effective strategies to prepare for online teaching and learning through online meetings and in school's meeting.
Sustaining and maintaining the plan after implementation	Policy review and reports should be made available as lessons learnt for policy improvements	Teacher Policy and Plan is adaptive to the situation and able to quickly adopt to provide alternative access to teaching and learning.
Having many levels and classes taught	Free wifi Support gadget or learning	Well organised n structured TPD with the use of varieties apps for

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Slow internet connection Enough gadget for STS	materials to the needy students Well organised PD for teachers with relevant subjects n levels Parental supports NGO n Government sector support	online learning Assessment structured according to students' level Try own initiative in teaching n learning techniques
limitations of standardized testing	provide teachers with ongoing support	modification of curriculum and online resources provided by ECCE Department
policy and plan not explained entirely (information not cascaded properly). lack of transparency on the information for the policy and plan	information should be cascaded properly and be more transparent, especially on what to expect for the upcoming plan.	online resources are available but limited.
Having to follow with the current pedagogies during the pandemic e.g. to teach students via online when we are used to teach the students face to face and can clearly see whether the student needs help with the topic taught	To have a professional development on how to teach the students virtually with clear examples and plan for each type of subject	Lenient towards modification of syllabus and quite sensitive to the well-being of teachers as well as students during the pandemic that they try to fully cater to the needs of the teachers and students.
lack of time for planning	set a schedule and boundaries especially for online teaching	by modification of curriculum and ensuring continuous learning through online and other sort of methods
The teacher competencies with technology	Not all teachers are tech savvy. Assign teachers who are specialist in this area for every school	The teachers willing to teach online (mostly in secondary). Primary teachers prefer home learning packets
The latest pedagogical method that has been emphasised to teachers is differentiated pedagogy. This method is still new and teachers are still adapting to it	More Professional Development on differentiated pedagogy so that teachers are equipped with the knowledge, and so that assessment on teachers for this differentiated pedagogy is conducted fairly	Teachers have been supplied with a lot of information regarding how to teach online and how to conduct various pedagogical methods in class. Resources have been tremendously shared, and colleagues have been generous to share. Teachers were also given opportunities to join Professional Development to improve knowledge
unsure	teachers should be paid salary more than others	social distancing - use mask - Bruhealth screening - always ask from Allah
Lack of in-service training. Teachers lack resources in terms of access to academic journals etc.	To review teachers' performance every year, and to have rewards systems for performing teachers.	uncertain
Too many admin works. Teachers gets overwhelmed. Classroom sizes VS number of pupils in the class. Limited teaching resources. Family time VS spending time on work.	Reduce admin work for teachers. Have a proper number of pupils that suits class size or have an assistant or buddy teacher to work together in the class. Most teachers	Online learning using Google form, WhatsApp, zoom, YouTube.

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	spent their money to buy school resources from stationaries to resources books. Avoid doing schoolwork at home or just 1 hour only.	
<p>1. Most of us secondary school teachers never taught a lesson online pre-COVID. Hence, it was a challenge during the first two weeks.</p> <p>2. Not enough PD to share online tools that are acknowledged to be good for online lesson and teaching.</p> <p>3. Veteran teachers find it difficult to adapt to new technologies and pedagogies.</p>	<p>1. An online platform such as Teach Brunei is a good start to assign assessments online for the students in local government schools. Although there is a lot of improvement need to be made but it is indeed a good start for creating a legit online platform for Bruneian students.</p> <p>2. BDTA can offer short courses on tools that will be beneficial for teachers.</p> <p>3. When younger teachers have attended courses on online tools that can be use, they should do another PD at school to share it with their colleagues.</p>	<p>During COVID-19, it is difficult to conduct PD as we normally do. However, us teachers still share new information via the WhatsApp group and make videos to help each other.</p>
We do not have one yet for preschool	we need one.	Selected teachers are involve making TV programme for the students staying at home.
The levels of expertise and the availability of necessary devices build the barriers for smooth implementation.	Specific courses that would help educators to deal with the challenges not only on sharpening the necessary skills but also on how to execute those acquired skills.	Though it seems spontaneous to react to the impact of covid-19 pandemic where teachers quick to find alternatives to go about the process of teaching and learning, endless supports from the ministry of education do move the education landscape to more blended type of teaching and learning. The curriculum content is modified to meet the demand.
No Teacher Policy and Plan in Early Childhood Education	for now we are in building our own framework	NIL
we do not have for preschool	we need one	selected teachers are involve making TV Programme for student staying at home.
unsure because teacher policy and plan doesn't explain in details	the importance of early childhood needs to be highlighted not only in PSR	basically, it depends on the leader of the school, they made it following the school needs.
Some Teachers are not responsible with the policy.	Involved teachers in the planning to satisfy their needs	Modify working hours to provoke social distancing
We do not have for preschool	we need to make our own policy	some teachers are selected to make tv educational program.

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Burden admin work n too much workshops	Those teachers especially primary teachers need focus on children academic work n activities	Online
Not sure	Guru-guru hendaklah mempunyai sikap 'berdikari' dan tidak hanya menunggu untuk di 'spoon feed' oleh pihak jabatan dalam pengajaran dan pembelajaran mereka, terutama sekali dalam Sukatan Pelajaran. Guru-guru hendaklah kreatif dalam membuat Lesson Plan dan aktiviti bagi pelajar-pelajar sekolah agar mata pelajaran yang diajarkan itu lebih menarik perhatian pelajar.	Mengadakan PD secara 'online training'.
On top of teaching, teachers are very overwhelmed with administrative duties and other internal appointment at school which is very heavy.	Appoint separate people for administrative and other duties.	COVID-19 does not impact or disrupt the education system in Brunei as much. It was only affected for one to two months where school had to do online teaching and learning, and for students who does not have access to internet or necessary equipment, schools provided an alternative 'school pack'. Teachers were provided training and support on how to use Microsoft teams to do online teaching.
facing the current situation, teachers faced difficulties in teaching using online platform, need to focus more on recruiting teacher with special education, and early childhood education, as this is very important to put emphasized on the early childhood.	Offering more teachers who want to do part-time courses which is relevant to his/her specialties. include more on special education on school syllabus and more professional development and sharing session from relevant authorities for teachers in dealing with students with special needs.	teacher teaching online, giving home learning pack for students who could not afford to be online (no desktop, laptop, mobile, Wi-Fi etc.) time flexibility, and modification of curriculum, end of year assessment for students and giving ample time for teachers to finish up the syllabus especially those that had been miss or that need to be recap during the covid-19 situation.
the readiness of teachers in teaching wide range of subjects (primary level), but teachers nowadays rather prefer to teach according to background. The implementation of integrated curriculum is kind of hard and difficult amongst teachers (primary) nowadays compared to	Professional developments should be more to be done Teacher policy and plan should start before teachers graduated and before they start to teach Teacher's should be given three or four years (during undergraduate course)	Teachers had been putting a lot of efforts in conducting online classroom, providing materials for students to learn at home and communicating with parents to make sure the syllabus are all covered during the stay-at-home time.

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teachers once upon a time. The honesty and passion amongst teachers nowadays are also being questionable, as some are only teaching to work not to help students in gaining knowledge etc.	knowledge and training on teaching example pedagogy etc.	
too much admin work given to teachers	Allow teachers to undergo in service training or upgrading further studies regardless age limit	online teaching and learning has been implemented since the pandemic, students with internet difficulties were given home packed learning so that no students are being left behind
Unsure	Perhaps let teachers voice out their opinions on certain matter, for example in terms of assessments or tasks given to the students through out the year.	Okay
Teacher have more admin work compare to teaching.	We teachers prefer to focus on teaching and learning.	Having online lesson from home
Teachers are overworked and burned out with more administration work that teaching load	reduce the administration work	The relevant authorities collaborate to make the online lesson feasible for the students and parents and teachers.
Providing qualified teachers teaching technical subjects	Offer more qualified teachers to teach technical subjects	Not all teachers can teach online
The policy and plan is not widely distributed to all teachers in Brunei. The changes made in policy and plan are not shared immediately with teachers.	Teachers Policy and plan should be developed and reviewed annually with education practitioners and teachers so that the policy is more relevant for teachers to be practiced.	The most visible impact is for the leaders and inspectorates to make reviews on their Teacher Appraisal form in evaluating teachers so that accommodate all aspects which are relevant to home- based learning.
Unsure	Unsure	Lessons were done through blended curriculum where online & physical classes were conducted. Teachers have to adapt to the new norm of virtual lessons, adopting new strategies to educate students.
Requirements are too high. Many graduated teachers are not posted to school. Problem with economic / budget to recruit teachers.	Revise / review the teachers' policy and plan. Revise the plan with the situation nowadays.	Teachers who are less competencies in online will be given online workshop in using easy apps for teaching and find the alternative way to teach the kids using user friendly apps.
Nil	more childhood educators	home learning base ed being implemented (online)
Still very exam oriented.	School to be given autonomy to do certain things which reflect its core values	Laptops were donated to schools to loan to students who have problems with going online for lessons. Some schools

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		even took the initiative to send the learning packs to students who live in the rural area and has problems getting them from the school every week.
salary of teachers teaching full office hrs are the same as the one only has 1/2 day work. insurance is not part of the teachers benefit, protection against violence from work by the students or members of the student's family is not in the policy. paternity leave for fathers are not available.	salary scale for full 7 hrs teachers, insurance benefits, protection against violence from work, paternity leave,	satisfactorily, they just follow MOH advices. managing schools are done by individual school management which can varies due to different perspective derive from the policy
Over work and duties given to teachers. Unfair treat duties for Education Officers and Non-Education Officers in terms of workload given according to teachers' qualification and salary.	Make clear job scope, time, teaching loads and other duties for officers and non-officers.	Flexible according to school leaders and Business Continuation Plan being set.
Some challenges faced are: 1. Teachers are given other administration duties which can add more workloads to them. 2. Some teachers are teaching more than one subject area in a school. For example, one teacher teaches one core subject and other subjects such as Art, PE or Social Studies.	Few suggestions for primary schools: 1. Provide assistant teachers to help class teachers as well as subject teachers in maximising teaching and learning in a class. 2. Minimise teacher workloads in a school, if possible, provide non-academic staffs to do the administration duties so that teachers can fully utilise her time to prepare teaching aids, worksheets, etc.	Teachers are given new curriculum syllabus where few topics or sub-topics of the subject area are omitted or postponed temporarily to accommodate the periods hinder by the pandemic. Teachers use or provide online learning to support MOE's initiatives to ensure teaching and learning can still be given to the students at home.
1. Attracting competent persons into teaching profession 2. In the event of pandemic, all agencies gearing towards the MoH directives. Perhaps the only challenge will be on dealing with time ie. DEADLINE...working on time to meet the curriculum, school and ministry of education work expectations (core and ADHOC)	1. To continue improve the remuneration system, salaries and other financial and social benefits for teachers in accordance with our country economic situation 2. To develop and offer more essential TVET programmes in line with IR4.0 3. To develop better teacher career pathway based on qualification, experiences, and seniority.	Proactive respond has been taken by the government across all agencies, spearheaded by MOH. Strict SOP has to be adhered to impacting schools' communities including parents. Teacher's Policy and plan also streamlining to the MOH key directive ie. Social distancing, max number of social groups, group contact time thus leading to modification of learning, interview, assessment via online... etc

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Online learning is something new to most of our teachers	To build resilient education systems for equitable and sustainable development	By re-imagining education and accelerate change in teaching and learning
<p>1. Teachers are not well distributed throughout the country.</p> <p>2. Unqualified teachers being appointed. eg person with overseas degree in criminology posted at school while many others have educational background</p> <p>3. Training given only for improving specific or individual skill sets. govt should inform all teachers to have a specific skills and ways to teach the best way.</p> <p>4. teachers are not challenged enough and not transferred to other school which makes them less active and doing repetitive teaching.</p> <p>5. Policy makers should be proactive and should think of how to improve schools' daily operations and not burdening with new programmes every 1-2 years without acknowledging the success or failures</p> <p>6. Be lenient on qualified teachers to pursue in service programmes</p>	<p>Just make a survey on what teachers at school want to do to improve the edu system. They know the real school situation and not policy makers.</p> <p>Most importantly... fix the unequal distribution of teachers and teacher to pupils' ratio. And also, the allocated time for teachers teaching period</p>	Home based learning.... online learning through WhatsApp.... online marking ...
One of the challenges is the capacity in monitoring the effectiveness of initiatives and programmes.	For the grand initiatives and programmes be reviewed or assessed by accredited group or institutions.	In Brunei Darussalam, the Ministry of Education have introduced modified curriculum, Business Continuity Plan for students, teachers, staff and school leaders and applied the predicted gradings from Cambridge Assessment and International Examination (CAIE) for June 'O' and 'A' Level Examinations.
The challenge is that there is insufficient number of qualified teachers for the inclusive	Provide trainings for building the teachers' capacity in their teaching and learning areas	There has been a modification of curriculum as to get 80% of the curriculum coverage and also the

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education to be rightfully implemented in the country.	particularly concerning the special needs students.	predicted grades for those candidates who sit their GCE O and A Level
<p>There has been less teachers recruitment programmes as of late - In our school alone, teachers are expected to teach heavy teaching period alongside doing admin works. We are also expected to conduct extra classes outside of schooling hours to boost students result. This have put a toll on teacher's health - physical and mental.</p> <p>To reduce this, of course the government have tried to do programmes to reduce the teacher's workload: via hiring contract teachers, via immersion programmes (For qualified teachers who want to be a full time teachers) and via perintis programme (For unqualified teachers with no education background to be full time teachers).</p> <p>The issue I can think of here is, contract teachers will have their contract renewed every 2 years - only if they are performing, earning about 50% of a normal teacher's salary with reduced benefits. Job scope is similar to other teacher's. This I find is not a sustainable method of teacher's recruitment as there are no career progression with minimal benefits.</p> <p>I have also noticed that there are different grouping to the teachers earning in schools. While some may be paid handsomely - not everyone is. This really depends on the qualification regardless of standards and quality of teaching. This can also affect teachers' motivation towards teaching.</p>	<p>I think there should be a fixed hiring of teachers yearly to replace teachers who are leaving the workforce.</p> <p>There should also be regular regulation in school to ensure teachers' welfare are taken care of in terms of teacher's teaching and admin loads.</p>	<p>The school went into online learning - there are struggles to ensure every students receive education during the pandemic.</p> <p>There are two methods of delivery: Online and hardcopies.</p> <p>As I was teaching Year 11 whom sat for the o level exam in October 2020 - there were no modification of curriculum.</p>

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<p>There used to be a teaching programmes in bruneian university before which was cancelled - which causes certain teachers to become unable to further their qualification. This has made them stagnant in their career progression. There are no ways unless they retook their A levels and redo another degree.</p> <p>There is also a lack of teacher's welfare - there is no teacher's support group to help</p>		
<p>Unexpected things like this pandemic, community 'reception of a 'good' education and sometimes the teachers IN CLASSROOMS who are the frontliners of education are not brought along to discuss policies and changes. They are the ones whose opinion matter because they know what is best for the students.</p>	<p>Bring the teachers IN CLASSROOMS. Consider their opinion.</p>	<p>There are more encouragement on the use of online platforms and the move towards online learning. In several grade classes, teachers were asked to prioritise certain topics and no end of year exams were held to catch up with the syllabus. Major exams were either postponed or held at a later date as well</p>
<p>Some of the teachers are unaware of the TPP.</p>	<p>Info on TPP to be distributed to all educators</p>	<p>None.</p>
<p>Unsure</p>	<p>Perhaps let teachers voice out their opinions on certain matter, for example in terms of assessments or tasks given to the students throughout the year.</p>	<p>Okay</p>

Indonesia

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<p>The lack of enthusiasm creates young people to become teachers who are subject to government attention, especially for honorary</p>	<p>the teaching profession must be specifically for those who have a bachelor's degree in education. the ease of qualification and teacher certification for graduate education graduates. limit teacher transfer</p>	<p>There are many online training and education programs for teachers, but unfortunately, they have not been very effective because what has been learned has not been practiced directly</p>

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teachers, difficult competency tests and teacher certification, need to improve skills and training of teachers as a whole	programs, and must be linear according to their education	
Education not only stop here, but it will longer. And we will meet different generation.	We should get about some training how to improve our self	Good
The teacher policy and plan sometime is not suitable with the action.	The rules for teacher policy and plan have to applied.	We do online class via mobile phone application
Minimum teacher salaries	pay attention to the welfare of teachers	enforce learning from home
Improving the quality of human resources, which can elaborate knowledge, life skills, and mastery of information technology developments.	he ministry and cultural education and the government must make new breakthroughs in the world of education (training and workshops on education in the 4.0 era) and a Teachers as the root of the nation's children improvement must have competences that are more appropriate to the demands of the times, and a teacher must have four competencies, namely Progressive, Inspirational, Competitive and Collaborative.	In order to reduce the spread of Covid-19, the government has implemented a social distancing strategy, one of which is by closing schools. The Ministry of Education and Culture responded to this protocol by publishing it followed by the issuance of the Minister of Education and Culture Circular Letter Number 3 of 2020 concerning the prevention of Covid-19 in education units on March 9, 2020. Mendikbud Nadiem Makarim in the letter reflects that learning activities can still be carried out in educational units (schools) by implementing strict health protocols. The development of the pandemic is so fast, on March 17, 2020, the Minister of Education issued a circular number 36962 / MPK.A / HK / 2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19. The letter is addressed to all heads of basic, secondary, and tertiary education offices. In it conveyed an appeal to follow the Covid-19 prevention protocol issued by the Presidential Staff Office
Infrastructure for running skill training or laboratory at school is very insufficient.	the policy should support and regularly monitor the supporting infrastructure school must have to reach the goal of the students.	fully respecting the policy
I dont know exactly, but i see teachers in problem when they propose their degree from level 3 to 4	Paid teacher suitable their duties and empowering them more by training appropriate the curriculum in IR 4.0 era	Government encourage teaching and learning by online supported with internet for student and teacher but not all teachers and students obtain the credit in their phone so it is a problem. The other side, many parents

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because they must be compose an article or journal while many teachers do not understand how to do research and publish to a journal		complaint because many tasks teacher share for student then lastly parents make the task

Malaysia

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too many paper works	reduce paper work	online teaching
Too many task/programme/plan given short period time	Need more teachers, technology, money to execute program	Last minute not very well plan
Not sure	Nothing	Modification of curriculum and online resources
Politics	Berkecuali	Planning
Attitude of parent	Give more freedom for teacher to explore with student	We use online and offline
None	None	Online resources is limited for parents to handle their children
online learning	-	online resources and assessment
Internet service	Increase the ict kevel	No idea
Reconstruction	I dont have any recommendation	Political intervention
Assessment and observation by upper	None	Teachers have to cater online tasks for students everyday
ICT facilities, teaching resources.	Less clerical work, more community support.	Not much defence for the teachers' needs and charity. Most if the time seemed like they are more alert to cater the parents' demands.
Needs to be clearly explained to all teachers by the head of department at schools.	Improving the quality of Professional Development Programmes for all subjects so they are that aligned with current situation.	Good changes were made to cater the current situation, but the implementation on the school level was hazy, especially through the eyes of parents.
Should be adjusted to face possible issues and problems, from teachers' and students' point of view.	Create balance between having teachers to teach and do clerical work, no redundancies on any plans or programmes. Provide better Internet access in all	Assessment through online platforms are not clear and helpful to teachers. Pupils and their families were not able to fully commit learning at home, mostly

	areas in our country and add the number of devices (computer sets, printers). Constant guidance from the monitoring authorities, with qualified trainers.	due to the current situation, personal issues and parents working from home.
Teachers are lack of ICT skills	Number of students per class should reduce in order to have effective teaching and learning as well as implement the Teacher policy and plans effectively.	moderate
Change of curriculum	Change slowly	Not sure
Online teaching for all the teachers and students.	Creating students to think effectively in studies.	Use a lot of method using online and offline.
Plans are done without detailed checking in the implementation stage	Allocate more teachers to schools and find ways to reduce number of pupils in the classroom	Teaching and learning from home manual
-	-	Online resources
No challenges	,	Good
.	.	.
Covid 19	Reduce the total of syllabus	Yes
Learning a second language	Select a qualified teacher	Google classroom
To many students in one class	Reduce student numbers in a class	Deliver teaching and syllabus using online learning
Lack of supported from the higher level administrator	The officer in charge about policy have to go through all the old policies and Upgrade to abreast of the current times and technology specially in media social platform.	A little bit slow at the beginning but now so responses to any platform and resources that can help educator to improve their skills, competency, assessment and others.
Too many pupils in a class 30-40	-	-
leak law to protect teacher in service	improve and upgrade the law for protect teacher	rearrange the school schedule and upgrade internet coverage
The technologies seem very fast	Enhance the ability of internet cover up all over Malaysia	Teachers try their very best to deliver the knowledge by using many different ways. The KPM is very supportive to modified all the curriculum, resources, platform assessment are tip top to ensure the knowledge delivered during pandemic.
Budget	No comment	Increase online learning
Budget	Increment of allocated budget	Modifications of teaching and learning through involvement from teachers, students, and policy makers alike.
leak law to protect teacher in service	improve and upgrade the law for protect teacher	rearrange the school schedule and upgrade internet coverage
the budget from government to improve the system must increase	give the authorities to the ministry without politics involvement	need to improve
Online Learning and politic in education	We need New Policy and Plan ... e.g Online Learning Policy, Facilities to support poor student etc	Curriculum delivery ... line coverage ... teachers' competencies ...

Policy support systems, infrastructure needs and infrastructure need to be focused first especially in classrooms with many students.	Complete and develop schools with the ideal number of students and teachers as in modern countries by reducing the total ratio of teachers and students 1:25.	Increase the use of online learning using DELIMA accounts and also use various online mediums that suit the level of internet access in rural areas. however, learning content needs to be modified according to the context of online learning.
Policy support systems, infrastructure needs and infrastructure need to be focused first especially in classrooms with many students.	Complete and develop schools with the ideal number of students and teachers as in modern countries by reducing the total ratio of teachers and students 1:25.	Increase the use of online learning using DELIMA accounts and also use various online mediums that suit the level of internet access in rural areas. however, learning content needs to be modified according to the context of online learning.

Philippines

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Late Updates of the policy and plan	So far all policies were implemented well	We use the MELCs and Different learning modalities to help learners
Lack of National Policy Training Organization that will look up solely on the improvement of teachers' competency and skills enhancement.	Create a national teacher-training body.	Moderately responded.
low salary but bulk of tasks	proper allocation of school funds so teachers here in Philippines will not get any money just to buy school supplies for learners from their own pocket	they made different learning modalities for learnings
Performance Assessment if teachers should be more strict	there should be strict guidelines in reward system, promotion and demotion to ensure better teacher service.	fair
Lack of trainings, seminars especially in this new normal	Teachers should indulge in many trainings and seminars	as a teacher we used modular distance learning and some schools also used online blended learning
readiness, dissemination	focus	online
The teachers' teaching alignment to the subjects being taught.	My suggestion is to provide teachers who are aligned to teach the subject for better transmission of knowledge and effectiveness in teaching.	The Curriculum has been modified. We use the Most Essential Learning Competencies as the basis of curriculum delivery.
Lack of centralize management.	Consult teacher in the field to know more about the needs of the teachers.	Not enough preparation.

1. What are the challenges faced in Teacher Policy and Plan in your country?	2. What are your recommendations and suggestions towards the improvement of Teacher Policy and Plan in your country?	3. How does your country respond to the impact of COVID-19 pandemic on Teacher Policy and Plan (e.g. curriculum delivery, modification of curriculum, online resources, educator competencies in online platform, assessment, accreditation)?
<p>Unrelated teaching assignments/works are given to teachers such as deworming, feeding, disaster risk reduction management etc. which greatly affect the successful implementation of the teaching-learning process.</p>	<p>Unload teachers with unrelated teaching assignments and let authorized agencies perform their task.</p>	<p>Our country through the Department of Education in particular is doing its best to safeguard the mental, physical and overall health of the teaching force in response to the COVID-19 pandemic by letting us properly observe health protocols, providing us online trainings and seminars.</p>



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